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Two bibliographies, each of which is divided into two parts, provide information on reading in the content areas of language arts and literature. The first part contains abstracts of documents selected from six basic ERIC/CRIER references. The second part lists annotated materials from a seventh reference in order to provide access to literature on the topics prior to 1950. An author index is also provided for each bibliography. Complete descriptions of the seven ERIC/CRIER basic references and the availability of the documents within each reference are included. (JB)

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Research on Reading in the Content Fields:
Language Arts and Literature

Compiled by
Larry A. Harris
Indiana University

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING
. a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers,
ministrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooper-
on with the Educational Resources Information Center of USOE.

ERIC/CRIER READING REVIEW SERIES

Volume 2 Bibliography 11

Research on Reading in the Content Fields: Language Arts and Literature

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The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

September, 1968

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The ERIC/CRIER *Reading Review Series* has been created to disseminate the information analysis products of the Clearinghouse. Analysis of information can take place on a broad continuum ranging from comprehensive reviews of the state of the knowledge in a given area to bibliographies of citations on various topics. Four genres of documents appear in the *Reading Review Series*. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, or citations and abstracts, developed on more specific topics in reading. The third type provides short, interpretive papers which analyze specific topics in reading using the existing information collection. The final genre includes comprehensive state-of-the-art monographs which critically examine given topics in reading over an extended period of time.

Research on Reading in the Content Fields: Language Arts and Literature contains two bibliographies, each of which is divided into two parts. The first part contains documents selected from six ERIC/CRIER basic references. The second part lists materials from a seventh ERIC/CRIER basic reference in order to provide some access to the literature on the topics prior to 1950. In addition, each bibliography contains an author index. A complete description of the seven ERIC/CRIER basic references and the availability of the documents within each reference follows.

ERIC/CRIER BASIC REFERENCE NUMBER 1

Published Research Literature in Reading, 1950-1963, (ED 012 834)

Presents 1,913 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the annual summaries for 1950-1963 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and teaching of reading. Complete information on the development of the bibilography is included.

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The documents reported from this reference have appeared in the published journal literature for the most part and are available in libraries with good journal collections. The documents included from this reference will usually approximate the form of the following samples when they appear in the bibliographies.

4367
Belden, Bernard R. "Utilization of Readability Formulas for Effective Instruction," Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), Eleventh Yearbook of the National Reading Conference, (1962), 139-47.

2992
Bergen, Catharine. "The Prevalence of Mathematics in Science from 1900 to 1950," School Science and Mathematics, LI (June, 1951), 443-46.

4291
Martin, Mavis, and Lee, Wayne. "Sample Frequency in Application of Dale-Chall Readability Formula," Educational Research Bulletin, 40 (September, 1961), 146-49.

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from Published Research Literature in Reading, 1950-1963 will have numbers from 2885 to 4803 inclusive.

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ERIC/CRIER BASIC REFERENCE NUMBER 2

Published Research Literature in Reading, 1964-1966, (ED 013 969)

Presents 849 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the annual summaries for 1964-1966 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibilography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche and hard copy format. (Microfiche $0.75 and hard copy $7.28). The ED number listed above must be used in ordering the reference.

The documents reported from this reference have appeared in the published journal literature and are available in libraries which have good journal collections. The documents selected from this reference will usually approximate the form of the following samples when they appear in the bibliographies.

6269
Barrilleaux, L. E. "An Experiment on the Effects of Multiple Library Sources as Compared to the Use of a Basic Textbook in Junior High School Science," Journal of Experimental Education, 35 (Spring 1967), 27-35.

6273
Bennett, L. M. and Clodfelter, Cherie. "A Study of the Integration of an Earth Science Unit Within the Reading Program of a Second Grade by Utilizing the Word Analysis Approach," School Science and Mathematics, 66 (1966), 729-36.

6367
Hollenbeck, G. P. "Predicting High School Biology Achievement with the Differential Aptitude Tests and the Davis Reading Test," Educational and Psychological Measurement, 27 (1967), 439-42.

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from _Published Research Literature in Reading, 1964-1966_ will have numbers from 4804 to 5345 inclusive for the years 1964-1966 and numbers from 6253 to 6562 inclusive for the year 1966-1967.

ERIC/CRIER BASIC REFERENCE NUMBER 3

USOE Sponsored Research on Reading, (ED 011 603)

Provides a listing of important research completed on reading and closely related topics. Relevant issues of _Research in Education_, and _Office of Education Research Reports, 1956-65_ were reviewed and documents which discussed research on reading and allied topics selected for inclusion. The bibliography provides a comprehensive review of all USOE projects on reading funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents are available from EDRS/NCR. Complete information on microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy format. (Microfiche $0.50 and hard copy $4.24). The ED number listed above _must_ be used in ordering this reference.

The documents reported from this reference have been taken from a more extensive collection reporting USOE sponsored research in all areas of education.* All documents listed from this reference can be ordered in microfiche or hard copy format using the ED number and prices given with each document. They can be ordered from the ERIC Document Reproduction Service at the address listed previously. The documents included from this reference will usually approximate the form of the following samples when they appear in the bibliographies.

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*The complete collection is titled: _Office of Education Research Reports, 1956-65, Indexes_ (OE-12028) $2.00, and _Office of Education Research Reports, 1956-65, Resumes_ (OE-12029) $1.75. Both can be ordered by sending a check or money order to: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

6610
A Comparative Study of Beginning Reading Achievement Under Three Classroom Organizational Patterns--Modified Individualized, Three-to-Five Groups, and Whole-Class Language-Experience.
By: Marita, Sister M.
Marquette Univer., Milwaukee, Wis.
Report Number CRD-2659
Contract OEC-4-10-263
ED 003 477 EDRS Price MF-$0.50 HC-$3.16 79P.

6611
Reading Achievement in Relation to Growth in Perception of Word Elements in Three Types of Beginning Reading Instruction.
By: Murphy, Helen A.
Boston Univ., Mass.
Report Number CRD-2675 Pub Date: 65
ED 003 478 EDRS Price MF-$0.50 HC-$4.56 114P.

6619
A Study of the Effects of Self-Directive Dramatization on the Progress in Reading Achievement and Self-Concept of the Culturally Disadvantaged Elementary School Children.
By: Carlton, Lessie & Moore, Robert H.
Illinois State Univ., Normal
Report Number CRD-S-190
ED 003 692 EDRS Price MF-$0.50 HC-$3.32 83P.

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from USOE Sponsored Research on Reading will have numbers from 6563 to 6706 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 4

Recent Doctoral Dissertation Research in Reading, (ED 012 693)

Lists dissertations completed in colleges and universities since 1960 in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were noted. A comprehensive analytical abstract was prepared by a professional in reading who worked from the summary reported for each dissertation. In many instances the dissertation itself was reviewed in preparing the abstract. As much as possible of the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data. Three hundred seventy-nine theses are listed alphabetically by the author's last name.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy format. (Microfiche $2.00 and hard copy $8.84). The ED number listed above must be used in ordering the reference.

Copies of the documents reported from this reference can be ordered from University Microfilms, Ann Arbor, Michigan in positive microfilm or hardbound xerographic form. Complete information for ordering documents is included with each reference. The documents included from this reference will usually approximate the form of the following samples when they appear in the bibliographies.*

5505
Howards, Melvin. "Measuring Children's Understanding of Selected Multiple-Meaning Words as it Relates to Scientific Word Lists," Ph.D., New York University, 1963. Vol. XXVI, No. 2, 905-906. (Order No. 63-6665, Microfilm $3.00; Xerography $5.40, 107 pages.)

5513
Jacobson, Milton Durwood. "Reading Difficulty of Physics and Chemistry Textbooks in Use in Minnesota," Ph.D., University of Minnesota, 1961. Advisers: Clarence H. Boeck, Raymond O. Collier, XXII, No. 11, 3950-51. (Order No. 62-1790, Microfilm $2.85; Xerography $9.90, 218 pages.)

5530
Koester, Paul William. "Reading Science Materials for Two Specific Purposes at the Sixth Grade Level," Ed.D., University of Illinois, 1961. XXI, No. 12, 3717. (L.C. Card No. Mic 61-1631, Microfilm $2.90; Xerography $10.15, 223 pages.)

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*Another compilation of doctoral research related to reading listing theses completed from 1900 to 1960 is also available. The document is available through EDRS. The complete citation and ED number are as follows: Doctoral Studies in Reading, 1900-1960 (Mricofiche $0.50, hard copy $3.60) (ED 011 486)

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from Recent Doctoral Dissertation Research in Reading will have numbers from 5340 to 5727 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 5

International Reading Association Conference Proceedings Reports on Elementary Reading, (ED 013 197)

Lists the important papers published in the yearly conference proceedings of the International Reading Association in Elementary Reading since 1960. The complete text of each paper is provided. The 345 papers are presented within the following categories--(1) The Objectives and Goals in Reading, (2) Reading Programs, (3) Teacher Education, (4) Reading Materials, (5) Methods and Grouping, (6) Reading Skills, (7) Early Reading Instruction, (8) Pre-School Reading, (9) Reading Readiness, (10) Reading in the Content Areas, (11) Reading and the Bilingual Child, (12) First-Grade Reading, (13) Linguistics and Reading Instruction, (14) Reading and the Disadvantaged, (15) Reading in Other Countires, and (16) The Diagnosis and Treatment of Reading Difficulty. This bibliography should be useful to practitioners and researchers interested in elementary reading. An author index is included.

This reference can be purchased in microfiche or hard copy format from the ERIC Document Reproduction Service. (Microfiche $4.25 and hard copy $45.48).

The documents contained in this reference can only be ordered as a complete unit from the ERIC Document Reproduction Service. The ED number listed above must be used in ordering the document collection. The documents included from this reference will usually approximate the form of the following samples when they appear in the bibliographies.

6138
Bamman, Henry A. "Developing Reading Competencies Through Mathematics and Science," Reading as an Intellectual Activity, 8 (1963), 110-112.

6143
Fay, Leo. "Reading Study Skills: Math and Science," Reading and Inquiry, 10 (1965), 92-94.

6152
Larrick, Nancy. "Nature, Science, and Children's Reading," Changing Concepts of Reading Instruction, 6 (1961), 191-93.

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from International Reading Association Conference Proceedings Reports on Elementary Reading will have numbers from 5908 to 6252 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 6

International Reading Association Conference Proceedings Reports on Secondary Reading, (ED 013 185)

Lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the Association since 1960. The complete text of each paper is provided. The papers are presented within the following categories--(1) Reading Programs, (2) Reading Personnel, (3) Methods and Grouping, (4) Developing Reading Skills, (5) Materials, (6) Reading and Content Areas, (7) Developing Interests and Tastes, (8) Linguistics and the Teaching of Reading, (9) The Library and the Reading Program, (10) Reading and the Bilingual Student, (11) Reading and the Disadvantaged, and (12) The Diagnosis and Treatment of Reading Difficulties. This bibliography should be useful to practitioners and researchers interested in secondary reading. An author index is included.

This reference can be purchased in microfiche or hard copy format from the ERIC Document Reproduction Service. (Microfiche $2.25 and hard copy $23.20).

The documents contained in this reference can only be ordered as a complete unit from EDRS. The ED number listed above must be used in ordering the document collection. The documents included from this reference will usually approximate the form of the following samples when they appear in the bibliographies.

5730
Buehler, Rose Burgess. "Innovations in High School Reading Instruction," Vistas in Reading, 11, Part 1, (1966), 169-71.

5734
Janes, Edith C. "Reading Guidance in Departmentalized Programs," Vistas in Reading, 11, Part 1, (1966), 230-33.

5742
Simpson, Elizabeth A. "Responsibility for Secondary Level Reading Programs," Changing Concepts of Reading Instruction, 6 (1961), 203-206.

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from International Reading Association Conference Proceedings Reports on Secondary Reading will have numbers from 5728 to 5907 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 7

Published Research Literature in Reading, 1900-1949, (ED 013 970)

Presents 2,883 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. The citations from the annual summaries for 1900-1949 were transferred to magnetic tape which was used to generate a special master for multilithing the publication. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy format. (Microfiche $2.00 and hard copy $19.92).

The documents reported from this reference have been added as a supplementary section to each of the three bibliographies to aid the researcher interested in earlier research in the two topic areas. The documents in this reference have appeared in the published journal literature and are available in libraries which have good journal collections. The documents from this reference will usually approximate the form of the following samples when they appear in the bibliographies.

> 19
> Beauchamp, Wilbur L. "A Preliminary Experimental Study of Technique in the Mastery of Subject-Matter in Elementary Physical Science," Studies in Secondary Education, I, *Supplementary Educational Monographs*, No. 24. Department of Education, University of Chicago, 1923. pp. 47-87.
>
> 300
> Pollock, C. A. "Children's Interests as a Basis of What to Teach in General Science," *Educational Research Bulletin*, III (January 9, 1924), 3-6.
>
> 2883
> Yoakam, Gerald A. "The Place of Textbooks in Children's Reading," *A Report of the Fourth Annual Conference on Reading, June 28 to July 9, 1948*. Pittsburgh, Pa.: University of Pittsburgh, 1949. pp. 65-75.

Note that a two to four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from *Published Research Literature in Reading, 1900-1949* will have numbers from 2 to 2883 inclusive.

Research on Reading in the Content Fields: Language Arts

6171
Allen, Robert L. "An Approach to Better Reading Through the Recognition of Grammatical Relationships," Improvement of Reading Through Classroom Practice, 9 (1964), 224-225.

Explains a reading approach which enables a student to recognize important units in a sentence thus improving comprehension.

4176
Anderson, Harry E., Jr. "The Prediction of Reading and Language from the California Tests," Educational and Psychological Measurement, 21 (Winter, 1961), 1035-36.

The prediction of reading and language achievement from subscores on the California Achievement Test (CAT) and the California Test of Mental Maturity (CTMM) was investigated. Samples consisted of 112 fourth-grade students from 6 classes in three different schools in the Los Angeles area. The predictor variables were scores taken from the 1957 edition of the CAT Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, and Arithmetic Fundamentals. Intelligence Quotient scores were furnished by results on the Language and Nonlanguage subscales in the 1957 edition of the CTMM. The criterion variables were mid-term school grades in Reading and Language. Means, standard deviations, and intercorrelations for all variables were computed. Of the correlations, only the Arithmetic Fundamentals variable failed significantly to predict the criterion variables. Reading Vocabulary and Reading Comprehension were the best predictors.

5045
Applebee, R. K. "National Study of High School English Programs: A Record of English Teaching Today," English Journal, 55 (1966), 273-81.

A survey was conducted of 168 secondary schools in 45 states to determine the strengths of the national English program. The schools were selected to provide a broad spectrum of variables including size, geographic location, degree of local financial support, and proportion of students continuing their education in college. During the last year of the study, independent and parochial schools, comprehensive high schools in large cities, and other schools involved in experimental programs were included in the survey. Students, teachers, and administrators were given questionnaires. Additional data for the study were provided by classroom observations and interviews with personnel throughout the schools. Use of class time, teaching methods, teacher preparation, teaching conditions including division of teacher work hours, and student reading practices and sources of books were investigated. Results are graphically displayed and discussed. Items which reveal the strength of English programs are listed.

2989
Artley, A. Sterl. "Research Concerning Interrelationships Among the Language Arts," Elementary English, XXVII (December, 1950), 527-37.

Seventy-one selected research studies and writings in the field of language arts published from 1917 to 1950 were surveyed (1) to draw together some of the facts about the interrelationships among the various areas of language arts and the part they may play in improving and facilitating instruction and learning and (2) to indicate types of questions that need answers if maximum use of the associations among these areas is to be made. For each of the following topics, generalizations drawn from the literature about relationships are listed and specific questions requiring further research are posed: (1) reading and other language areas or skills, (2) spelling and other language areas and skills, (3) listening or hearing comprehension and language areas, (4) written English and other language areas, and (5) general language arts. Three trends in language arts research are noted: (1) the definition of skill strands common to the several areas and differentiating one area from another, (2) studies centered on defining the kind of learning environment in which the language arts can be most advantageously cultivated, and (3) studies which combine an understanding of child growth and development with an understanding of growth in the language arts. A bibliography is included.

4039
Becker, Samuel L. "Teaching of English in the Mass Media," Elementary English, XXXVIII (April, 1961), 250-58.

Research concerning the use of television in the teaching of English is reviewed. The limitations of existing research and suggestions for future research are discussed. A bibliography is provided.

6272
Bennett, H. S. English Books and Readers, 1558-1603. Cambridge: Cambridge University Press, 1965.

The history of the English book trade from the incorporation of the Stationers' Company in 1557 to the end of the reign of Elizabeth I is surveyed. Source material was gathered from libraries in Europe and in the United States. The text describes the wide variety of subject matter and explains how printers, booksellers, and peddlers bought and/or traded with competitors to accumulate a comprehensive display of books and other copy, both new or reprinted, to satisfy increasing reader demands. In general, not only the book trade itself, but also its relation to the interests and social development of the period is considered. A select bibliography is appended.

3385
Berg, Paul. "Reading in Relation to Listening," Evaluating College Reading Programs, The Fourth Yearbook of the Southwest Reading Conference for Colleges and Universities, pp. 52-60. (Oscar S. Causey and Albert J. Kingston, Editors), Fort Worth, Texas: Texas Christian University Press, 1955.

The relationship of reading and listening is discussed and research studies are cited. A relatively high correlation was found between listening and reading comprehension. Studies have been made to determine whether reading or listening is the best medium for learning. Choice of medium is affected by the difficulty level of the material, rate of presentation, cultural and intellectual level of the population, and interest in a given subject. Generally, for students at the intermediate grade level and below, listening was the most effective. Listening tests are being constructed. Experimentation is being conducted using the Auditory Section of the Diagnostic Reading Test. Finally, evidence exists that listening can be taught. References are included.

4043
Bloomer, Richard H. "Concepts of Meaning and the Reading and Spelling Difficulty of Words," Journal of Educational Research, LIV (January, 1961), 178-82.

Some difficulties in the communication process in the areas of reading and spelling were investigated. Three points of view were considered as variables: multi-ordinality as concerned with accuracy of meaning, concreteness of the significate as it relates to the specificability of meaning, and familiarity with the symbol as it relates to familiarity with the significate. The sample for the study consisted of 149 words selected at random from The New Iowa Spelling Scale. Multi-ordinality was established through dictionary meanings. Concreteness was measured by modal response of five graduate student judges, and frequency of occurrence was determined from the total frequency reported by Rinsland in his Basic Vocabulary of Elementary School Children. Correlations were run between the variables and between each variable and reading and spelling difficulty. References are included.

4188
Bloomer, Richard H. "Connotative Meaning and the Reading and Spelling Difficulty of Words," Journal of Educational Research, LV (November, 1961), 107-12.

The relationship between the emotional intensity and emotional tone of words and between the spelling and reading difficulty of these words was examined. Selected at random from the New Iowa Spelling Scale by Greene were 149 words which also appeared in the Gates Spelling Difficulties in 3,876 Words. The emotional tone of a word was used as a measure of the positiveness or negativeness of its meaning. Forty-five college junior students marked whether they felt the words were positive or negative. The sum of their judgments for each word represented relative positiveness or negativeness. The emotional intensity of a word was a measure of the stimulus strength of the meaning. Forty-seven students judged whether they felt the words were strong or weak. The length of a word and the frequency of its occurrence were also considered. There was no relationship between emotional tone and spelling difficulty. There was a positive relationship between the grade level at which 50 percent of the words were spelled and intensity. There was a tendency for intense words to be slightly more difficult to learn to spell than nonintense words. References are given.

5060
Blount, N. S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1965," English Journal, 55 (1966), 591-608.

A detailed summary of research for 1965 related to the English language arts is presented. Reviews are confined to those studies representative of quantified findings which permit prediction and generalizations beyond the limits of the specific study. Areas in review include: (1) the teaching of literature and reading, from upper elementary through the high school grades; (2) the teaching of punctuation, semantics, spelling, syntax, and written composition, including 2 studies at the college level, the use of the SRA Laboratory as a tool for teaching spelling at the seventh grade level, and the effects on writing of teaching structural and traditional grammar and of no grammar for seventh graders; (3) the teaching of listening at the college and mid-elementary grades. Other investigations reported briefly refer to closed-circuit presentation, remedial English at the college level, the effect of varying the time scheduled for English in high school, and the benefits of a fourth year of high school English upon achievement in the freshman year of college. A critical concluding statement presents problems for further research.

6280
Blount, N. S. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1966," English Journal, 56 (1967), 681-96.

A summary of investigations relating to the English language arts in secondary education, 1966, is presented within the following areas: (1) the English teacher and the English curriculum, including grouping, methods and materials, and status surveys, (2) literature, (3) English skills, including diagramming, grammar and usage, and punctuation, (4) general semantics, and (5) present condition and some prospects.

The research reported was located in 1966 issues of *Dissertation Abstracts*, *Education Index*, *Psychological Abstracts*, in available reports of Cooperative Research Projects (USOE), and in certain periodicals high in their yield of research on the teaching of English. A bibliography is included.

5375
Bonner, Myrtle Clara Studdard. "A Critical Analysis of the Relationship of Reading Ability to Listening Ability," Ed.D., Auburn University, 1960. Vol. XXI, No. 8, 2167-2168. (L. C. Card No. Mic. 60-5336, Microfilm $3.05; Xerox $10.80, 236 pages.)

The STEP Listening Test, Pintner General Ability Test-Non-Language Series, Stanford Achievement Test Elementary and Intermediate and the Sonotone Hearing Tests were administered to 282 pupils in grades four, five, and six. Correlation, Chi-square, and multiple regression were used in the statistical analysis of the data. Significant correlations were found between listening and reading comprehension, total reading, and intelligence at fourth-, fifth-, and sixth-grade levels. Listening and vocabulary were significantly related at fourth-grade level. In fourth, fifth, and sixth grades listening was correlated with reading with intelligence held constant. Intelligence was correlated with reading with listening held constant. The correlations ranged from .27 to .64. Negative correlations were found between listening and chronological age in grades four, five, and six. Significant multiple correlations were found in intelligence, listening, and reading in grades four, five, and six. Sex was not related to listening in any grade.

5064
Bormuth, J. R. "Validities of Grammatical and Semantic Classifications of Cloze Test Scores," *Reading and Inquiry*, 10 (1965), 283-86.

Cloze test performance classified according to semantic and grammatical relationships to the deleted word when the tests are used to measure reading ability and passage difficulty was studied. A cloze test was constructed covering 20 passages. Fifty-two items resulted from the replacement of every fifth word with an underlining blank 15 elite type spaces in length. Subjects were 50 fifth and sixth graders who participated at the rate of two passages per hour over a period of 10 days. Each response was classified under one of seven categories; seven scores per individual were produced. A multiple regression analysis was performed on the scores with reading achievement scores as the criterion variable. Scores based on grammatically correct responses correlated positively with the criterion of comprehension ability. Scores based on grammatically incorrect responses either correlated negatively or failed to correlate at all with the criterion. Response patterns suggested that comprehension of a passage was dependent upon the subject's ability to interpret sentence structure correctly and to understand the content. When cloze tests were used as measures of individual differences in reading ability, scores obtained by counting responses exactly matching the deleted words seemed to yield the most valid scores. When cloze tests were used in readability studies as measures of the comprehension difficulties of passages, scores obtained by counting responses exactly matching the deleted words seemed to yield the greatest amount of discrimination among passage difficulties. Tables and references are included.

5068
Brown, C. T. "Three Studies of the Listening of Children," Speech Monographs, 32 (1965), 129-38.

Three studies were made of children's listening: (1) the relationships between listening ability and the radio and television habits of children, (2) the relationships among listening ability and the number and position of children in the family, and (3) the relationships among listening, reading, intelligence, and scholastic achievement. Fourth-, fifth-, and sixth-grade Amish and non-Amish children were used as subjects for all three experiments. In the first experiment, three hypotheses were tested: (1) that children who watch television are better listeners than those who do not was supported at the .01 level of significance, (2) that children who watch television less than 2 hours a day are better listeners than heavy watchers was rejected, and (3) that the girls are better listeners than the boys was rejected. The hypotheses in the second experiment were: (1) that middle children are better listeners than the oldest or youngest child which was rejected, and (2) that children of smaller families are better listeners than those of larger families which was supported only for the non-Amish. In the third experiment four hypotheses were investigated: (1) that listening and intelligence are highly correlated was supported, (2) that listening and reading scores are highly correlated was supported, (3) that listening is more closely related to intelligence than to reading was rejected, and (4) that listening is more closely related than reading to scholastic achievement was supported when teacher grades served as criterion and rejected when achievement test scores were used as criterion. References and tables are included.

6288
Brown, K. L. "Speech and Listening in Language Arts Textbooks: Part I; Part II," Elementary English, 44 (1967), 336-41; 461-65, 467.

The kind and quantity of speech and listening content in 54 language arts textbooks published between 1959 and 1964 for grades 3 to 6 were examined. Three questions were used as the bases for this study: (1) what criteria guide the authors and publishers in writing the textbooks? (2) To what degree and how are speech and listening content emphasized?

(3) What is the nature of the speech and listening content? Eight principles for speaking and five for listening are included according to a frequency-of-mention tabulation. The study concluded that: (1) specific kinds of speech are emphasized more than tools or mechanics of speech, (2) creativity in speech is rarely stressed, (3) textbooks neglect the development and preservation of spontaneity in speaking, (4) animation is discouraged, and (5) localism seems to complicate problems of pronunciation and enunciation. It is suggested that publishers incorporate audiovisual materials as basic instructional aids rather than as supplemental sources.

6174
Burrows, Alvina Treut. "Oral Base of Language Arts Teaching with Special Reference to Linguistics," Improvement of Reading Through Classroom Practice, 9 (1964), 113-114.

Discusses the current concern for, and research on, the relationship between oral language and reading.

4196
Canfield, G. Robert. "How Useful Are Lessons on Listening?" Elementary School Journal, 62 (December, 1961), 146-51.

The findings of a study of lessons on listening are reported. The experiment was designed to provide information on two types of instructions: (1) direct instruction designed to improve pupils' listening through practice in listening skills and through discussions of the qualities of a good listener, and (2) indirect instruction designed to improve listening by systematic use of listening in the social studies. Three groups of fifth graders were formed to provide the experimental and the control groups. The groups were composed of pupils from two elementary schools in the suburbs of Syracuse, New York. There was no significant difference in the mean intelligence quotients of the three groups. The sequential Tests of Educational Progress Listening Tests 4A and 4B, were used as the measure of listening skill. All the pupils in the study took alternate forms of this test before and after the experiment. Detailed procedural explanations are given. The group with direct instruction made the greatest gain, 4.36 significant at the .01 level. The group with indirect instruction made a gain also significant at the .01 level. Analysis of covariance failed to show a significant difference among the mean gains of the groups independent of the influence of initial differences in the listening skills. A table and references are included.

4586
Cheris, Barbara H., and Austin, Henry R. "Silent Reading Instruction Aids Oral Reading," Journal of Developmental Reading, 6 (Summer 1963), 243-47.

The effect of training in silent reading speed and comprehension on oral reading speed, accuracy, and audience eye-contact duration was studied. The experimental group consisted of 18 college students enrolled in the "Radio and Television Speaking" course at the University of Michigan. The training program included weekly reading instruction for 6 weeks, individual reading practice, and home reading practice. Students were given the Diagnostic Reading Test at the beginning and conclusion of the course. The control group took the same television course under the same instructions without the reading instruction. Each group read the same test selection and was scored by the instructor and a disinterested observer. The experimental group showed a significant increase in the combined speed-accuracy score over the control group. The findings lead to the following conclusions: the silent reading improvement course had a positive effect on reading speed and accuracy of college students. There was no relationship between rapid silent reading and audience eye-contact duration during oral reading. The Austin report is summarized. References are given.

4203
Cohn, Robert. "Delayed Acquisition of Reading and Writing Abilities in Children," Archives of Neurology, 4 (February, 1961), 153-61.

Forty-six children from 7 to 10 years old who failed to acquire reading and writing abilities were studied. As part of an inclusive study by various medical specialists, psychologists, and speech therapists, a neurological investigation, including an EEG, was made. The major categories of the neurological study were language, somatic receiving and expressive systems, personal spatial organization, and social adaptation. The EEG was treated as a single component of the total clinical neurological examination. Two groups of subjects were used as controls: the first group consisted of 130 randomly chosen children who were in normal classrooms. The second control group consisted of 24 children from normal classrooms who exhibited varying intensities of difficulty with reading. Four case studies are presented as examples of the general material from which the data were derived. It was demonstrated that delayed development in the use of graphic symbols for communication purposes was primarily an expression of general disturbance in neurological function. References and figures are included.

4592
Coleman, E. B., and Blumenfeld, J. P. "Cloze Scores of Nominalizations and Their Grammatical Transformations Using Active Verbs," Psychological

Reports, 13 (December, 1963), 651-54.

Nominalized sentences were compared with their grammatical transformations using active verbs by means of the cloze tests. One hundred freshmen college students in Texas were given sentences. Half of the students received the active-verb version, and half received the nominalized version. Sentences were presented to subjects so that each word had a cloze score for both the active-verb and nominalized versions. Subjects correctly filled in words more frequently in the transformations using active verbs than in the nominalized sentences. Results had implications for the preparation of teaching materials. References are given.

5086
Coleman, E. B. "Learning of Prose as Affected by Extra-Experimental Transfer," Psychological Reports, 16 (1965), 685-90.

The learning of sentences in which words differed in their pre-experimental strength of association was investigated in two experiments. Twelve undergraduates fulfilling a course requirement were studied in Experiment I. In Experiment II, 22 undergraduates, 11 who learned the responses and 11 who guessed at them, were subjects. Experiment I compared the short-term retention of two synonymous, noun-is-adjective sentences. One sentence had stronger association between noun and adjective (knife is sharp). The other had a weaker association (knife is cutting). The sentences having strong associations were retained better by the subjects. Experiment II compared noun-is-adjective sentences having wider ranges of pre-experimental associative strengths. A significant relation between short-term retention and associative strength was found. The magnitude of differences seemed large. Implications are suggested. A figure and references are included.

5087
Coleman, E. B. "Learning of Prose Written in Four Grammatical Transformations," Journal of Applied Psychology, 49 (1965), 332-41.

The learning of prose written in four grammatical transformations was studied. Sixty undergraduates enrolled in psychology classes at Sul Ross State College, New Mexico, were subjects. Ten separate experimental comparisons were made to compare 10 different kinds of nominalized sentences with their detransformed versions using active verbs. Each kind of nominalization was represented by a sample of several sentences. Experiment II is a replication of Anderson's study of the short-term retention of active and passive sentences. Experiment retention was scored in discrete content words, in three-word sets used correctly, and in complete sentences perfectly retained. The third experiment investigated a sample of adjectivalizations randomly selected from a library.

Experiment IV reports a study of less highly embedded sentences such as might be found in English prose; it used cloze procedure to obtain a quantitative description of results. The results of the four experiments indicate that some grammatical transformations of a sentence are more easily comprehended than others. Tables, figures, and references are included.

6175
Deighton, Lee C. "The Flow of Thought Through an English Sentence," Vistas in Reading, 11 (1966), 322-326.

Explains how the various structuring of sentences helps deliver meaning to students and assists them in becoming mature readers.

6322
Devine, T. G. "Listening," Review of Educational Research, 37 (1967), 152-58.

Selected research in listening contributing to an evolving theory of listening is reviewed. Studies include investigations of factors influencing the teaching of listening, the relationship of reading and listening, listening, speaking and intelligence, and measures of listening ability. In general, the studies support the assumption that listening ability can be improved by instruction and that listening is affected by maturity, manner of presentation, personality, and interest in the material presented. Recommendations for further study and a bibliography are included.

3716
Dilley, N. E. "Trade Names and the Learning of Spelling and Reading," Elementary English, XXXV (April, 1958), 226-29.

A study was conducted to determine if exposing children to the misspelled words found in trade names hinders their progress in learning to spell and read. A list of 26 typical examples of trade names containing misspelled words to which children are frequently exposed was compiled, and types of spelling errors were analyzed. These words were compared with the Dolch and the Thorndike and Lorge word lists to determine difficulty and frequency level and with the Fitzgerald list of most frequently misspelled words in the elementary grades. Twenty-one of the 26 misspelled words were found in Dolch's list while only two words were found in the Fitzgerald list. A 52-word spelling test, constructed with these 26 words and 26 matched words of similar structure and difficulty, was administered in two sittings to 120 third-grade and 107 fourth-grade pupils in the Oxford Elementary School, Oxford, Mississippi. In the analysis of results, no apparent relationship was observed between exposure to misspelled words in trade names and spelling errors of the children tested. References and a table showing which of the words were most commonly misspelled by each grade level are included.

6323
Dixon, Joan F., and Simmons, Carolyn H. "The Impression Value of Verbs for Children," Child Development, 37 (1967), 861-66.

The impression values of a set of 45 stimulus verbs were obtained by tabulating judgment responses of 100 fourth-grade pupils. Ratings on a 5-point scale were made in terms of "what my teacher would think of me if I used the word about myself." The mean and standard deviations of the impression values for each sex were computed, and differences between means and between variances were calculated between sexes on each verb. Results indicated that the fourth-grade children made reliable judgments. The impression value of the verbs proved to be an influential factor for sentence-completion types of verbal responses. Findings indicate that verb impression values for a particular population could be regarded as a general evaluative dimension in determining the meaningfulness of verbal stimuli. References are included.

4395
Downing, John, and Gardner, Keith. "New Experimental Evidence of the Role of the Unsystematic Spelling of English in Reading Failure," Educational Research, 5 (November, 1962), 69-75.

The Augmented Roman alphabet (AR) was used in a remedial experiment conducted in Walsall, England, to test the hypothesis that the complexity and inconsistency of the traditional spelling of English is a major cause of children's difficulties in learning to read. Neither the AR's characteristics nor the method of transition from AR books to conventional books is described. Fifteen 7-year-old children unable to read more than three words on the Schonell scale and judged by the teacher to have difficulty in learning to read were divided into two experimental groups according to intelligence scores. Each group had 30 minutes of remedial teaching in AR on four mornings of every week. Three control groups at other Walsall schools were selected on a similar basis and were given the same amount of instruction in conventional methods by equally well qualified teachers. After 16 hours of remedial instruction, no child in control group CI could read as many traditionally spelled words on the Burt Rearranged Word List as the poorest reader in the corresponding experimental group, EI, could read in the same list printed in AR. Also, the lower IQ group E2 made the same progress as the higher IQ group, EI. The first stage results of the Walsall AR experiment seem to support the hypothesis. Tables and references are included.

4848
Duker, Sam. "Listening and Reading," Elementary School Journal, 65 (March, 1964), 321-29.

A survey of research dealing with the interrelationship between reading and listening is presented. The survey is concerned with the correlation between reading and listening--test results, the effects of teaching listening on reading skills and vice versa, the evaluation of listening skills as a measure of reading potential, listening skill as a factor of reading skill, and the relative effectiveness of reading and listening as a means of learning. A distinction between studies of auditory discrimination and studies of listening is made. Tables and references are included.

6326
Duker, Sam. Listening Bibliography. New York: Scarecrow Press, 1964.

Annotations for 880 references concerning listening, including author and subject indices, are presented. References include topics related to listening and reading, predicting reading potential, and the effects of the instruction of listening upon reading and of training in reading upon listening skill.

4223
Early, Margaret (Ed.). "A Summary of Investigations Relating to the English Language Arts in Elementary Education--1961," Elementary English, 39 (April, 1962), 336-48, 366.

Studies of reading, written communication, and oral communication related to elementary or preschool pupils and collected from 23 professional publications are summarized. Investigations of reading concern the following: methods and programs, early reading and reading readiness programs, rate of reading, characteristics of readers, evaluations of materials, vocabulary studies, and summaries and evaluations of research. Investigations of written communication concern the following: capitalization, spelling, handwriting, composition, and summaries of research. Studies in oral communication deal with listening-observing creative thinking, listening, television, and summaries of research. A bibliography is included.

6176
Edward, Sister Mary. "A Comparative Study of Reading Achievement at the Fourth-Grade Level Under Two Methods of Instruction: Modified Linguistic and Traditional Basal," Reading and Inquiry, 10 (1965), 333-37.

Offers evidence in favor of a modified linguistic approach to teaching reading.

3193
Evans, E. G. S. "An Experimental Study of Methods of Teaching English," British Journal of Educational Psychology, XXIII (June, 1953), 127-28.

Three research studies are summarized. The first study proposed to determine, experimentally, the relative efficacy of three methods of teaching English in secondary modern schools. The main purpose of the second investigation was to discover the comparative effectiveness of three visual methods of teaching as means of giving factual knowledge. The three methods were film strip, an educational visit, and the combination of the visit and film strip. The third study compared two methods of marking the English essay in secondary selection examinations. Tables are included.

5116
Fawcett, Annabel E. "Training in Listening," Elementary English, 43 (1966), 473-76, 514.

An investigation was undertaken to determine the effectiveness of teaching listening skills to fourth-, fifth-, and sixth-grade students and to study the relationships of selected variables to listening ability. The total enrollment in grades 4, 5, and 6 of four elementary schools in western Pennsylvania was used as the sample population. The 638 pupils were divided into a control and an experimental group. The sequential tests of Educational Progress Listening Tests 4A and 4B were administered. Listening exercises were provided for the experimental group 3 days a week for 14 weeks. Both teacher-presented listening exercises and tape-presented listening exercises were used. Significant improvement in listening skills was shown by the experimental group. Significant correlations were found for the variables studied in the experiment between listening ability and mental age, reading comprehension, chronological age, grade in school, and total language score as measured by the language section of the Iowa Test of Basic Skills. Conclusions and recommendations are listed. References are included.

4404
Fitzgerald, James A. "An Integrating Basic Communication Vocabulary," Elementary English, 40 (March, 1963), 283-89.

An integrating core vocabulary for listening, speaking, reading, writing, spelling, and handwriting, useful in communication and basic for further vocabulary development is presented. Five hundred of the most common words on Madeline Horn's kindergarten list of the spoken vocabulary of young children before entering the first grade were compared with the most frequently used 500 words of the Gates vocabulary for primary reading. Six hundred forty-four words were derived. The frequency credits for each of the 644 words were checked in each of the following: Madeline Horn spoken vocabulary of 2,596 words, the Gates primary reading list of 1,811 words, the McKee-Fitzgerald vocabulary of children's letters written principally outside the school, the Rinsland vocabulary of school compositions, the Dolch basic sight vocabulary, Ernest Horn's vocabulary of adult writing, and the Thorndike-Lorge reading vocabulary. A list of the core vocabulary words with the frequency credits is included.

3619
Furness, Edna Lue. "Should Reading and Spelling Be Taught Separately?" Clearing House, XXXI (October, 1956), 67-70.

Certain abilities common to reading and spelling are pointed out. The implications for the teaching of these two arts at the elementary, secondary, and college levels are discussed. A brief summary of the relationship of spelling and reading in early education is given. References are included.

5129
Goodman, Kenneth S. "A Linguistic Study of Cues and Miscues in Reading," Elementary English, 42 (October, 1965), 639-43.

A descriptive study of the oral reading of first-, second-, and third-grade children is reported. The study treats reading as a psycholinguistic process which is cued or miscued during the child's interaction with written language. The subjects were 100 children attending the same school in a Detroit industrial suburb. Every second child on an alphabetical list of all the children was included in the study. Each subject was tested individually with a word list from a story on his grade level. He was then asked to read orally the story on which his word list was based. Following this, the child retold the story as best he could. Both the reading and the retelling were taped and studied. The children in the study were able to read many words in context which they could not read from lists. Children in successive grades were increasingly efficient in using cue systems outside of words. Substitutions and regressions in a child's oral reading are discussed. Five implications for the teaching of reading are presented. A partial list of cue systems used in reading is given. The types of reading errors are summarized.

3847
Haberland, John A. "A Comparison of Listening Tests with Standardized Tests," Journal of Educational Research, LII (April, 1959), 299-302.

The relationship of the listening abilities of 110 Hope College freshmen to intelligence, scholastic aptitude, scholastic success, and personality factors were investigated. Subjects, 62 men and 48 women, were divided into Group A, students in regular freshman English classes, and Group B, students in the reading improvement course. Each group was divided according to sex. Results on three listening tests--the Brown-Carlson, the Michigan State College, and the Stephens College--were compared with the subtest scores on five standardized tests. Coefficients of correlation calculated by means of the Spearman rank differences formula between total scores on each listening test and the subtests of the standardized tests indicated the following. The degree of correlation between listening tests and standardized tests depended upon the listening test used and the ability of the students. Tests of listening ability were not in agreement and yield vastly different results when correlated with scores on standardized tests. The Brown-Carlson test reflected greatest agreement with linguistic sections of standardized tests. No significant sex differences were found when the total test population was considered. Intelligence test scores and listening ability were markedly related. No agreement was evident between results of listening tests and academic ratings of Group A students, while the reverse was true for Group B. References are included.

4635
Hahn, William P. "Phonics: A Boon to Spelling?" Elementary School Journal, 64 (April, 1964), 383-86.

The purpose of the study was to determine if a concentrated phonics training program in reading contributes to children's spelling ability. Second-grade children in three schools from the same general population were used for the study. A group intelligence test revealed no significant difference between groups. Pupils in School A received intensive phonics training in first and second grades by using the economy Phonetic Keys to Reading program. Pupils in Schools B and C used the Ginn reading materials. None of the three schools had a formal spelling program in grade one. In grade two, the pupils in School A used a spelling textbook with no supplementary instruction. School B used the same textbook as School A, but their pupils did much writing. School C used a broad language approach to spelling with Learn to Listen, Speak and Write as their textbook. A random list of 10 words common to all textbooks used in the three schools was compiled. A second random list of 10 words was compiled from the words not found in common between the textbooks. These two lists were administered to the pupils orally at the end of grade 2. No statistically significant difference was found between the scores of any two groups. However, mean and percent scores revealed that the language experience in meaningful writing situations contributed most to spelling success as taught in School C. References are included.

3733
Hampleman, Richard Samuel. "Comparison of Listening and Reading Comprehension Ability of Fourth and Sixth Grade Pupils," Studies in Education, 1955, pp. 167-70. Thesis Abstract Series, School of Education, Indiana University, No. 7, 1956. (See also Elementary English, XXXV, (January, 1958), 49-53.)

The listening and reading comprehension abilities of fourth- and sixth-grade children were studied in relation to differences in mental age, chronological age, grade level, difficulty of material, length of passage, and sex. Subjects were 304 fourth and sixth graders from eight elementary schools in Illinois. The California Test of Mental Maturity, Non-Language Section, and the Durrell-Sullivan Achievement Test, Form A, were administered as the test of mental ability and the "power of comprehension test." A test of listening and reading modes for passages of varying lengths was constructed from story-type material at a level comparable with that of the initial test. Significant differences in score values were derived from analysis of variance and covariance techniques at the one percent level. A factorial design with a split-plot nature was used for the analyses. Findings indicated that sixth graders were significantly superior to fourth graders in both listening and reading comprehension. Listening was superior to reading at both grade levels. Listening comprehension showed greater superiority over reading comprehension for easy material at both levels. Varied length of passage produced no apparent difference in comprehension, either for listening or reading. An increase in mental age decreased the difference between listening and reading comprehension. Boys were superior to girls in comprehending hard material. Recommendations are suggested for further study. Nine references are included.

5147
Haugh, O. M., and Condon, Edwyna F. "Studies of the Language Arts in Grades 7-13 at the University of Kansas," Kansas Studies in Education, 16 (1966), 1-48.

Summaries of 52 studies of the language arts recently completed at the University of Kansas are presented under eight headings: (1) studies of grammar and usage, (2) studies of spelling, (3) studies of writing, (4) studies of speaking and listening, (5) studies of literature, (6) studies of readability, (7) studies of reading, and (8) studies of the English teacher and the English curriculum. The studies selected are concerned with problems that are currently being studied by public school teachers of the language arts. Only studies on grades 7 through 13 are included. The studies are arranged chronologically within each of the eight categories.

5498
Hill, Edwin S. "An Analysis of the Results of Special Training in Listening Compared to Special Training in Reading Skills," Ed.D., Indiana University, 1961. Adviser: Robert Shaffer, XXII, No. 9, 3093-3094. (Order No. 62-188, Microfilm $2.75; Xerox $6.40, 131 pages.)

Tests of intellectual ability and reading and listening skills were administered to sixty-four freshman students enrolled in a college reading improvement program to determine the relationship existing between reading and listening skills of a group of students who received training in reading and a group who received training in listening. The results indicated that training in listening improves listening comprehension and training in reading improves reading comprehension. Improvement in listening and reading continues after the term of instruction. The ACE Psychological Examination, the Coop English Test C2 and Form PM subtest scores and total scores are usable instruments in predicting differences in ability and aptitude of students to benefit from listening and reading comprehension training. Both verbal and nonverbal intelligence were found to be factors in improving listening and reading skill. Speed of reading and poetry-reading were developed more effectively by special training in reading as compared to special training in listening. Students can develop in one semester reading comprehension, technical vocabulary, general vocabulary and overall reading skill while their rate of reading increases more slowly. They fail to develop quick reference skills and accuracy in sentence meaning without special training.

4646
Hollingsworth, Paul M. "The Effect of Two Listening Programs on Reading and Listening," Journal of Communication, 14 (March, 1964), 19-21.

A study to determine the influence of two listening programs on reading achievement and listening comprehension is described. Programs used in the study were a modified Educational Developmental Laboratories' Listening Program (EDL) and a modified Science Research Associates' Listening Skill Builders Program (SRA). A sample of 291 eighth-grade pupils from McKemy School in Tempe, Arizona, were statistically equated and divided into three groups. Subjects were pretested with the Stanford Achievement Test (Advance Reading Tests, Form JM) and the Otis Quick-Scoring Mental Ability (Beta Test, Form EM). One experimental group was given the modified EDL lessons, one taped lesson each week for 10 weeks; the other experimental group was given the modified SRA program on the same schedule. The control group received no formal listening training. Post-tests given were Form KM of the Stanford

Achievement Test (Advance Reading) and the Sequential Tests of Educational Progress, Listening Test, Form 3A. No significant score changes on the Advance Reading Tests and no significant differences among groups are reported. It is concluded that listening comprehension was not affected by the two modified listening programs.

4898
Hollingsworth, Paul M. "Can Training in Listening Improve Reading?" The Reading Teacher, 18 (November, 1964), 121-23, 127.

A review of the research concerning the interrelationship between listening and improvement of reading is presented. A number of articles are summarized, and references to other writings on the topic are made. It was concluded that many of these research reports show that reading abilities can be improved through the improvement of listening abilities. References are included.

5158
Hollingsworth, Paul M. "So They Listened: The Effects of a Listening Program," Journal of Communication, 15 (1965), 14-16.

The effect of commercially taped exercises for training in listening on the improvement of reading skills was studied. Fifth-grade pupils from the Payne Training School, Arizona State University, were used as subjects. Standardized tests measuring reading and mental ability were used for the selection of 14 pupils in each of two groups. Commercial tapes for listening were used with the experimental group. The control group continued with the regular school program. Conclusions based upon test results at the close of the 10-week training period are discussed in light of the effect of the training versus teacher reinforcement. More specifically planned programs may be possible with completely commercially organized procedures. References are included.

5504
Hollingsworth, Paul M. "A Study to Compare the Effect of Two Listening Programs on Reading Achievement and Listening Comprehension," Ed.D., Arizona State University, 1964. Chairman: D. E. O'Beirne, Vol. XXV, No. 7, 3913. (Order No. 64-12,822, Microfilm $2.75; Xerography $4.80, 95 pages.)

The effect of two listening programs on the listening comprehension and reading achievement of three groups of eighth-grade pupils was studied. The materials used were commercial programs published by the Educational Developmental Laboratories and Science Research Association. One taped lesson was given each week for a period of 10 weeks to two experimental groups. A third group which received no instruction was used as a control group. Each pupil was given the Stanford Achievement Test; Advance Reading Tests, Form JK and KM; the Otis Quick-Scoring Mental Ability, Beta Test Form EM; and Sequential Tests of Educational Program, Listening Test Form 3A. The results of chi-tests were analyzed statistically by the analysis of covariance. The level of confidence was the five percent level. No significant differences were found in either reading achievement or listening comprehension. This study does not indicate that these two listening programs did affect either reading achievement or listening comprehension.

6370
Horowitz, M. W., and Berkowitz, A. "Listening and Reading, Speaking and Writing: An Experimental Investigation of Differential Acquisition and Reproduction of Memory," Perceptual and Motor Skills, 24 (1967), 207-15.

An experimental investigation of two processes each for acquisition and reproduction of a memory trace is reported. A closed-end cognitive task using a passage from The War of the Ghosts was used with 56 college students who listened to a taped recording or read the passage. Response was obtained through spoken or written expression. Number of types, tokens, types/token ratios, and cognitive units were analyzed. The results were divided into differences between mode of acquisition and mode of expression. The analysis of cognitive ideas indicated that thought processes through spoken expression tended to be looser, wordier, more repetitive, and more productive of additions than thought processes reproduced through writing. Speakers who read produced more omissions, more additions, and fewer ideas. The close alliance of listening and speaking and of reading and writing in the acquisition of memory was confirmed, and further research for elaboration of the thesis is in progress. References are listed.

6371
Hunt, K. W. "Recent Measures in Syntactic Development," Elementary English, 43 (1966), 732-39.

The findings of a syntactic analysis of compositions written by fourth-, eighth-, and twelfth-grade pupils are reported. The developmental trend in subordinate clause index progressed from 1.3 for fourth graders to 1.7 for superior adults. The three kinds of subordinate clauses, noun, movable adverb, and adjective increased with maturity, but not equally. Older students reduced more clauses to subordinate clauses and included more words in the clauses. It is recommended that clause consolidation be studied in the language arts program. The use of minimal terminable units (T-units) as indexes of sentence maturity is discussed. References are included.

3325
Hurlburt, Delpha. "The Relative Value of Recall and Recognition Techniques for Measuring Precise Knowledge of Word Meaning--Nouns, Verbs, Adjectives," Journal of Educational Research, XLVII (April, 1954), 561-76.

Active (writing and speaking) vocabulary was compared with latent (reading) vocabulary in an analysis of the vocabularies of 192 ninth graders and 210 eleventh graders in Oregon. Separate tests of 115 items, each having two forms, were constructed for nouns, verbs, and adjectives, selected by a random sampling of Webster's Synonym Dictionary and Mawson's Roget's Thesaurus in Dictionary Form. Active vocabulary was determined by three recall-completion tests. Latent vocabulary was determined by three recognition-multiple choice tests over the same items. Each recognition-multiple choice test was given 1-3 days after administration of its companion recall-completion test. Data were analyzed for reliability of test instruments and to compare recall and recognition techniques, achievement on separate vocabulary tests, and sex differences in vocabulary achievement. Four conclusions were reached: (1) vocabulary scores vary according to test form, part of speech, and grade level of students, (2) recall-completion and recognition-multiple choice techniques have only a limited number of common factors, (3) correlations between mental age and the two test techniques are approximately the same, and (4) boys performed slightly better than girls in vocabulary knowledge. References and tables are included.

4247
Ibeling, Frederick W. "Supplementary Phonics Instruction and Reading and Spelling Ability," Elementary School Journal, 62 (December, 1961), 152-56.

A study was conducted to determine the effect of supplementary phonics instruction on the reading and spelling ability of pupils in grades 2, 4, and 6 in the Wayzata Consolidated School District near Minneapolis. About 600 children from various socioeconomic levels were randomly assigned to experimental and control classes. Two hundred were in the experimental group. Both groups were given training in reading from the Scott-Foresman series and in spelling from various teacher-chosen texts. The experimental group was given additional phonics instruction from Building Reading Skills in grade 2 and Phonics We Use in grades 4 and 6. The Gates Reading Tests, California Achievement Tests, Bond-Clymer-Hoyt Silent Reading Test, and Otis Quick-Scoring Mental Ability Tests were used to evaluate student performances before and after the 7-month instructional period. Test and subtest scores were analyzed and compared. Results differed from class to class within the experimental and control groups. Significantly higher scores for the second grade phonics-trained group are reported in visual analysis skills, phonics knowledge, and spelling. References and a table are included.

4904
Jarvis, Oscar T. "Time Allotment Relationships to Pupil Achievement," Elementary English, 42 (February, 1965), 201-04, 210.

The relationships between time allotments and pupil achievement in elementary school reading, English, and spelling were studied. A brief history of the origin of time elements in the elementary curriculum is given. An experiment involving 723 pupils in reading, 616 students in English, and 253 in spelling is described. These pupils were tested in April, 1962, shortly before completing the sixth grade. Subjects were placed in two groups, maximum time allotment pupils and minimum time allotment pupils, in each of the three areas. Subjects remained in the same time allotment group for 3 years (grades 4, 5, 6). Data gathered at the end of the third year from the California Short Form Test of Mental Maturity and the California Achievement Test Battery indicated that the maximum time group in English made significantly more improvement than the minimum time group. In reading and spelling there were no significant differences. Recommendations based on the data are made for the daily time allotment for optimum learning in each area. Tables are included.

4660
Katter, Robert V. "Language Structure and Interpersonal Commonality," Journal of Verbal Learning and Verbal Behavior, 3 (April, 1964), 132-38.

Experimental indexes of commonality for four aspects of language structure are described. The four aspects were commonality of structural distinctions, commonality of lexical alternatives, commonality of successional changes, and mean commonality of predictive certainties. An experiment was conducted to answer the question of what statistical characteristic of distribution is the best index of the commonality of the lexical alternative. Adjectives were substituted in a sentence frame. Subjects were three independent samples of 100 unselected sophomore through senior college students from the Los Angeles area. Indexes were correlated with the basic criterion measure and with each other. Individual diversity, sample diversity, uncertainty, and redundancy showed the strongest criterion correlation. Commonality measurements were characterized as an integral part of the complete theory of natural language usage structure. References are included.

5525
Kerfoot, James Fletcher. "The Relationship of Selected Auditory and Visual Reading Readiness Measures to First Grade Reading Achievement and Second Grade Reading and Spelling Achievement," Ph.D., University of Minnesota, 1964. Adviser: Theodore Clymer, XXV, No. 3, 1747-8. (Order No. 64-9492, Microfilm $4.95; Xerography $13.75, 305 pages.)

The relationship of selected auditory and visual readiness measures to first-grade reading achievement and second-grade reading and spelling achievement were investigated. Appropriate hypotheses were tested concerning the following questions: (1) What are the sex differences in multiple requestion equations used to predict reading and spelling achievement? (2) What does each measure contribute to predicting reading and spelling achievement? (3) What combination of measures best predicts reading and spelling achievement? (4) What are the interrelationships among all the variables? (5) What are the sex differences in mean achievement on all measures? A stratified random sample of 462 children--239 boys and 223 girls--was selected for the study. The measures used were C.A.; Lorge-Thorndike Intelligence; Gates Rhyming; Harrison-Stroud Making Auditory Clues; Murphy-Durrell Discrimination of Beginning and Ending Sounds; Reading Aptitude Pronunciation and Blending; Gates Picture Directions, Word Matching, Word-Card Matching, and Naming Letters and Numbers; Goins Picture Squares, Pattern Copying and Reversals; Gates Primary Word Recognition and Paragraph Reading; Gates Advanced Primary and Paragraph Reading; and Metropolitan Spelling. Among the findings listed by the author were the following: (1) Multiple regression equations designed to predict reading and spelling achievement from measures of auditory and/or visual discrimination must be derived separately for boys and girls, since the combinations of variables which predicted effectively in the equations for boys and girls were clearly different. (2) Measures of visual discrimination were better predictors of reading and spelling achievement than were measures of auditory discrimination, although the best auditory measures were better predictors than the poorest visual measures. (3) Intelligence was less effective as a predictor than visual discrimination. (4) The readiness variables most highly correlated with reading and spelling achievement were Word Matching, Naming Letters and Numbers, and Pattern Copying. (5) Separate sex treatment of data was indicated by the superiority of girls over boys in most aspects of reading behavior measured in this study as well as in spelling and the readiness variables most highly related to spelling.

5181
Kingston, A. J. (Ed.) "Research for the Classroom: Linguistic Research and the Teaching of Reading," Journal of Reading, 9 (1966), 273-77.

Recent research and literature in linguistics and the teaching of reading are summarized. The historical interaction between linguists and reading specialists is discussed. Three areas of linguistic-reading research relating to reading beyond the beginning-reading stages were revealed in a review of the research and literature: (1) linguistic research reminds teachers of reading in high school and college of the primacy of spoken language; (2) linguistic research points to the importance of dialect in the teaching of reading at all levels; and (3) linguistic research may help clarify the relationship between language structure and meaning.

5534
Kraner, Robert Eugene. "A Comparison of Two Methods of Listening and Reading Training in an Eighth Grade Language Arts Program," Ed.D., North Texas State University, 1963. Vol. XXV, No. 2, 1046. (Order No. 64-5179, Microfilm $2.75; Xerography $5.80, 120 pages.)

The effect of two methods of listening and reading instruction in an eighth-grade language arts program was investigated. The Listen and Read Program was compared to teacher constructed lessons composed of the same basic concept as those found in the first 25 tapes of the Listen and Read Program. The population of the study consisted of 157 students enrolled in six English classes. Three classes were used as experimental and three as control groups. Differences between pretest and post-test scores for specific skills in the areas of listening, reading study skills, and English determined the amount of achievement gains. Analysis of variance was used to determine the significance of gains between the two principal groups and between high ability and low ability students. From an analysis of the results, the author states that the general conclusion from the comparison of achievement gains between the two principal groups was that the Listen and Read Program served as an effective adjunct of the language arts program to produce significant achievement in listening comprehension, reading ability, following directions, recognizing transitions, reading graphic materials, and capitalization. Both methods were equally effective in producing achievement gains in immediate recall, word meanings, lecture comprehension, vocabulary, reference skills, interpretation, verbal study skills, punctuation, and word usage. Furthermore, the Listen and Read Program, when used as a supplement to the language arts program, was significantly more effective with low ability students for instruction in listening comprehension, reading ability, reading vocabulary, and capitalization. Both high and low ability students profited equally from instruction by the taped exercises in the areas of immediate recall, following directions, recognizing transitions, word meanings, lecture comprehension, reference skills, interpretation, verbal and graphic study skills, punctuation, and word usage.

3225
Kyte, George C. "A Core Vocabulary in the Language Arts," Phi Delta Kappan, XXXIV (March, 1953), 231-34.

This investigation was conducted to determine the core vocabulary needed for various instructional programs. Combined into one list are the most frequently used 500 words in the Horn list of commonly written words, the first 500 words in the Thorndike-Lorge list commonly occurring in reading materials, and the 500 words most commonly used from the Rinsland list of elementary school children's writing vocabularies. The list of 663 words is included. A code for interpreting the list for instructional use is included and explained.

6399
Lamana, P. A. "A Summary of Research on Spelling as Related to Other Areas of the Language Arts," Journal of the Reading Specialist, 6 (1966), 32-39.

Abstracts of sixteen studies related to spelling and reading are presented. Data from these studies are tabulated. The scope of research covers a period of 44 years. The summaries deal with two areas: the spelling needs of children and the interrelationships between spelling and other facets of language arts. Some conclusions reached were: (1) individualized approaches based on needs determined through written expression should be considered, (2) increased phonics does not increase spelling ability, (3) a broad language approach contributes most, (4) children who develop spelling through writing develop a more favorable attitude toward spelling, (5) spelling performance in practical situations is much better than is indicated by achievement tests, and (6) the amount of written language produced by children appears to be correlated with intelligence.

3753
Lee, W. R. Is the Irregularity With Which English is Spelt an Important Cause of Reading Difficulty? Language Division, University of London, Institute of Education, June, 1957. (Mimeographed, pp. 89)

The extent to which the irregularity of English spelling causes reading difficulty was investigated. The extended report is presented in nine chapters: (1) Introduction, (2) Previous Research, (3) Evidence from Abroad, (4) Errors in Reading Continuous Text, (5) Errors in Reading Words, (6) Spelling Meaningless Words, (7) Conclusion, (8) Bibliographical Note, (9) Acknowledgements. Many languages are much more regularly spelled than is English, therefore, a survey of the methods used to teach reading in foreign countries was made. The main effort was concentrated on an inquiry into English children's reading errors as related to the spelling of words read in connected passages and in isolation. To determine whether children form any association between the sounds of English and the most common spellings, an experimental test was devised which involved the dictation of meaningless words. To isolate the spelling factor from the numerous other factors involved in reading was difficult. Evidence from abroad was not conclusive, although in some countries children were learning to read very quickly. Although it could not be proven, it appeared that where there was regular correspondence between letters and sounds, there was at least the possibility of a more rapid advance during an analytic-synthetic stage of learning. In England, children on the whole had slightly greater difficulty with the more irregularly spelled words in continuous passages. When reading isolated words, there was a slightly stronger tendency to fail at those more irregularly spelled.

4098
Lee, W. R. "Spelling Irregularity and Reading Difficulty in English," National Foundation for Educational Research in England and Wales, Occasional Publication, No. 2, 1960.

A three-part inquiry into the relationship between the spelling irregularities of the English language and reading difficulty was conducted to determine if there is a genuine need for spelling reform. Part I consisted of an extensive survey of parallel reading research done in other countires. Part II is an investigation of English children's oral reading errors as related to spelling, both as isolates and in connected passages. Part III is a description of an experiment using nonsense words to determine whether children form any association between the sounds of English and the most frequent ways in which these sounds are spelled. Schools used in part 2 of the inquiry were six junior mixed and/or infant schools in London (Group 1), one girls' secondary modern school in western Ireland (Group 2), and three English-speaking schools in western Ireland (Group 3). Different children in the Group 1 and 2 schools were used in part 3 of the study. It was concluded that children had slightly greater difficulty with irregularly spelled words in isolation than with regularly spelled words. No evidence is reported that the children had formed a mental association between English sounds and their most frequent spellings. Further research into the relationship between reading success and features of the written and spoken language before simplification of spelling is adopted is recommended. Tables and references are given.

5554
Livingston, Howard F. "The Effects of Instruction in General Semantics on the Critical Reading Ability of 10th-Grade Students," Ph.D., New York University, 1964. Chairman: Neil M. Postman, Vol. XXVI, No. 7, 3783-3784. (Order No. 65-6581, Microfilm $4.00; Xerography $5.80, 118 pages.)

An investigation was undertaken to determine whether critical reading ability of tenth-grade students improved as a result of instruction in selected principles and techniques of general semantics. The investigation was conducted in six-tenth grade classes in three schools located in the suburbs surrounding New York City. Each of the three English teachers, one from each school, taught one class using an experimental approach and a regular English class serving as a control. No significant difference between the experimental and control classes was shown by pretest results. The experimental group was given instruction in selected principles and techniques of general semantics. The participating teachers were required to read Language in Thought and Action by S. I. Hayakawa, Language Habits in Human Affairs by Irving Lee, and Words and What They Do by Catherine Minteer. The materials used were based on exercises from these three books. The Watson-Glaser Critical Thinking Appraisal was used to measure critical reading ability. The results indicated a significant difference in gains in scores of the experimental group and no significant difference among teachers. No significant differences could be attributed to interaction among teachers and groups. The opinions of the participating teachers regarding the experiment are discussed. Conclusions are included.

4926
Louthan, Vincent. "Some Systematic Grammatical Deletions and Their Effects on Reading Comprehension," English Journal, 54 (April, 1965), 295-99.

The effects of deleting certain grammatical classes of words in passages on reading comprehension were studied. Twenty-four prose passages of 500 to 600 words each were prepared in seven cloze forms. The grammatical classes of deletions were random, nouns, verbs, modifiers, prepositions, noun determiners, and pronouns. There was one intact passage which served as a control. Twelve comprehension questions followed each passage. The subjects were 236 seventh graders in a suburban school in upstate New York. Each was given six experimental exercises of one type. A t test of the difference between means revealed that scores on tests following random deletions were significantly lower than those following deletion of noun determiners, prepositions and conjunctions, and pronouns. Scores of tests following deletion of nouns, specific verbs, specific modifiers and random deletions did not differ significantly. Scores representing all four kinds of deletions were lower than those of noun determiners, prepositions and conjunctions, and pronouns. Explanations for the gain in comprehension when noun determiners were deleted are given.

4439
Love, Harold D. "Auditory Discrimination, Spelling and Reading with Bilingual and Monolingual Children," Journal of Developmental Reading, 6 (Spring, 1963), 212-14.

An attempt to determine whether auditory discrimination skill can be taught easily in an isolated process with children who are monolingual and those who are bilingual and whether improved auditory discrimination will be accompanied by improvement in spelling and reading is reported. An experimental group of 15 bilinguals, speaking both French and English, and a control group of 15 English-speaking children in grades 4 and 5 were chosen from public schools in Louisiana. Pre- and Post-tests were used as measures of progress. Drill materials consisted of specially composed drill sheets involving exercises in discrimination between similar and dissimilar groups of letters and words. The training period extended over a period of 7 weeks, for 300 minutes per week. The performance and improvement on the auditory discrimination, reading and spelling tests are shown in tabular form.

5561
Lowey, Warren George. "A Comparative Study of Readability Scores of Children's Written Compositions," Ph.D., New York University, 1964. Vol. XXV, No. 10, 5638. (Order No. 65-974, Microfilm $2.75; Xerography $5.20, 103 pages.)

A comparison between children's achievement levels and a derived readability level of their written composition was made. Furthermore, the influence of age, intelligence quotient, grade level, and sex upon this compared relationship was studied. Three hundred students were selected. The Primary Mental Abilities intelligence scores, the vocabulary and comprehension scores of the Iowa Tests of Basic Skills, and other pertinent information were obtained from the official school records of 300 intermediate grade children. Two written compositions were obtained from the students, and the Dale-Chall Readability Formula was used to determine readability score. The t critical ratio was used to determine the significance of mean differences. The author concluded that a readability formula could be applied to children's writing to judge sophistication of certain components of juvenile composition. There were no significant differences between readability scores of girls' and boys' compositions, nor was age alone a significant factor. The influence of intelligence in effecting higher readability scores was conclusive at grade six only. In determining the significant differences in the Pearson Product-Moment Coefficients, the author found a significant relationship between the level of writing as measured by the Dale-Chall Readability Formula at the intermediate grade levels. There were more instances of significant correlations between reading achievement scores and readability scores of children's written compositions at lower intelligence levels than at higher intelligence levels.

4266
Lubershane, Melvin. "Can Training in Listening Improve Reading Ability?" Chicago Schools Journal, 43 (March, 1962), 277-81.

A study was conducted to determine whether the use of exercises in which fifth graders responded to oral instructions would stimulate growth in listening ability and whether an improvement in listening ability would lead to an improvement in reading ability. Listening exercises which included 20 items to which the child had to respond in writing were developed. One exercise was administered every third day of school for 3 months. The first six exercises were administered by tape recording, and the last 14 were read by the teacher. Experimental and control groups of upper fifth-grade students in Chicago contained 35 and 37 students respectively. The groups were approximately matched for chronological age, mental age, and achievement. Alternate forms of the Metropolitan Reading Test were administered as the pre- and post-tests. There was no difference between groups in reading achievement on the pretest, but there was a difference between groups on the post-test. The experimental group gained .8 of a year while the control group gained .3 of a year. The rank order correlation between reading improvement and auditory training was positive. References are given.

5197
Lundsteen, Sara W. "Critical Reading and Listening," Reading and Inquiry, 10 (1965), 306-08.

The relationships between critical listening, critical reading and related variables at the elementary school level were investigated. Twelve volunteer classes totaling 287 pupils in the fifth and sixth grades of a Texas city school were assigned randomly to experimental and control groups. Reading ability was measured by the Stanford Achievement Test, Total Reading, Form N. General listening was measured by an experimental test developed by Pratt. Critical reading was measured by an experimental test developed by Hendrickson. A test of critical listening developed by the author was used. Analysis of variance and t tests were used to test the significance of the difference between the performance of the control group which followed the usual English curriculum. The experimental group had 18 lessons in critical listening during a 9-week period. The correlation between critical listening and critical reading was .52, general reading, .47, general listening, .64, California Test of Mental Maturity, Language, .43, Non-Language, .26. These correlational results suggest the possibility of an independent but interrelated ability or abilities of critical listening positively related to, but not congruent with other verbal and thinking abilities. To ascertain lateral transfer from the training in critical listening to other areas, the experimental teachers and pupils were asked to respond anonymously to one-page check sheets. Of the academic areas, reading was the most frequently reported area of transfer.

4444
Mackintosh, Helen K. "Language Arts Curriculum: Fifty-Year Highlights of the Elementary Program," Elementary English, 40 (January, 1963), 5-14, 55.

An overview of the highlights of developments during the past 50 years in the language arts curriculum for the elementary grades is presented. Problems, research findings, philosophical influences evidenced in curriculum guides, modifications of materials and methods of teaching, and children's attitudes and habits, their growth and development are among the many issues influencing curricular development which are summarized. References are given.

4942
Malmquist, Eve. Overgang fran Textning till Vanlig Skrivstil. Kungl. Skoloverstyrelsen, 1964, Nr. 3. Pp. 99. (Includes a summary in English.)

A three-year study conducted at the National School for Educational Research in Linkoping, Sweden, during the school years 1959 to 1962 is reported. The psychological and educational advantages of postponing the change-over from manuscript writing to cursive style writing until the spring term of the third grade were investigated. Four parallel first-grade classes were organized, and two were chosen by lot to be the experimental group in which cursive writing was introduced during the spring term of the third grade. The control group followed the Swedish practice of introducing cursive writing in the first grade. Subjects were equivalent as far as possible with regard to number, age, sex, intelligence, and social-group classification. The total number of pupils who attended the four experimental classes was, in grades 1, 2 and 3, 105 (1959-60), 102 (1960-61), and 101 (1961-62), respectively. No noteworthy differences between the teachers in the experimental and control group were noted. The following hypotheses were tested: that the experimental group would achieve higher scores on standardized tests measuring accuracy and speed in oral reading and comprehension in silent reading, and that the experimental group would achieve greater speed and legibility in writing manuscript style, better results on spelling tests, and speed and quality of cursive writing comparable to the achievement of the control group. Evidence to support the postponing of learning a cursive three style of handwriting until the spring term in the third grade is presented. The bibliography includes both English and Swedish entries.

6431
Mazurkiewicz, A. J., and Lamana, P. A. "Spelling Achievement Following i/t/a Instruction," Elementary English, 43 (1966), 759-61.

The residual effects of the initial teaching alphabet (i/t/a) upon spelling after the transition into traditional orthography (TO) were studied. Two sets of data were collected. One concerned standardized test scores at the end of first and second grades, and the other consisted of a creative writing sample at the end of the second grade. Subjects were 387 pupils in the i/t/a experimental group and 803 in the controlled (TO) group. First grade results, taken from 196 matched pairs, were significant at the .05 level, in favor of the control group. Second grade data favored the i/t/a group. The TO children showed greater variation around the mean than did the i/t/a group. The inference is made that i/t/a taught children when writing post-transition are not inhibited by the TO medium and write more freely and expressively. Further testing of writing behavior is suggested.

4115
Mersand, Joseph. Attitudes Toward English Teaching. Philadelphia: Chilton Co., 1961.

In order to assess attitudes toward English teaching, letters and questionnaires were sent in 1958 to individuals in 17 groups who would be familiar with either the nature of English teaching or the competence in English of the high school and college graduates of the 5 to 10 years preceding the study. The replies were summarized and analyzed by the First Vice-President of the National Council of Teachers of English. Almost 1,250 replies, giving candid expressions of opinion regarding present conditions and practices as well as suggestions for strengthening the English program were received and compiled. Separate chapters are devoted to the following: the state affiliates of the NCTE, heads of state education departments, college presidents, business executives, civil service administrators, newspaper editors, magazine editors, educational editors, members of Congress, U. S. District Judges, deans of law schools, U. S. attorneys, public librarians, publishers, managers of college bookstores, managers of commercial bookstores, and college librarians. Each chapter contains both a report of present conditions and suggestions for improvement made by members of that particular group. An index is included.

5576
Merson, Edna Mae. "The Influence of Definite Listening Lessons on the Improvement of Listening and Reading Comprehension and Reading Vocabulary," Ed.D., University of Maryland, 1961. Adviser: Alvin W. Schindler. XXII, No. 9, 3120-3121. (Order No. 62-208, Microfilm $3.45; Xerox $12.15, 267 pages.)

Forty-five planned lessons in listening comprehension were utilized to determine the effect of a program in listening upon listening comprehension, reading comprehension, and reading vocabulary of fourth-grade pupils. Analysis of variance indicated that all treatment classes were comparable prior to treatment on listening comprehension, language and non-language ability, reading comprehension, and reading vocabulary. Results of the study indicated that mean listening comprehension improved significantly while mean difference in reading comprehension and reading vocabulary were not significantly different. The effectiveness of the treatments appeared approximately the same for each of the three ability levels considered. The author concluded that planned listening lessons had a positive and significant effect on listening comprehension of four fourth-grade pupils.

5580
Miller, Harry Blair, Jr. "Instruction in Phonics and Success in Beginning Reading and Spelling," Ed.D., University of Pittsburgh, 1962. XXIV,

No. 5, 1931. (Order No. 63-6377, Microfilm $2.75; Xerography $8.20, 179 pages.)

The reading achievement of first grade children using a reading program of both the Basic Reading Series (Scott, Foresman) and the Phonetic Keys to Reading (Economy Company) was compared with that of first graders who used only the Basic Reading Series. Pupil achievement was measured by the Kuhlman-Anderson Intelligence Test, Form A; the Metropolitan Achievement Test, Primary Battery I, Form A (pre-test), Form B (post-test); the Stanford Achievement Test, Primary Battery, Spelling, Form L (pre-test), and Form N (post-test). Analysis of covariance was used to determine differences of mean raw scores for the two groups. Evidence obtained showed that at the end of the first grade neither method of teaching beginning reading appeared to be superior. Neither method appeared to be more beneficial to boys, with the exception of the word knowledge portion of the test and, for boys for the second quarter, intelligence test scores in spelling. Neither method indicated an excellence in beginning reading instruction for girls. It was concluded that the additional emphasis on a phonetic word attack method is not fully justified.

3763
Mills, Mary. "Reading and the Freshman English Program," Journal of Developmental Reading, I (October, 1957), 3-6.

An experiment in building an English course around a reading textbook is reported. Because of the prevalence of low scores in reading among freshmen, the usual reading laboratory procedure and conventional English classes were combined. One class of 39 was taught according to the regular syllabus which emphasized writing techniques. The experimental class of 50 was instructed with the reading textbook by Wise, Congleton, and Morris, The Meaning in Reading (Harcourt, Brace and Co., Fourth Edition, 1956). In the experimental classes the goal was to teach students more rapidly and more critically by providing ideas for writing through reading and by analyzing the work of successful writers. The students in the experimental group received training in grammar and rhetoric indirectly through the study of the examples from master writers. As a result, themes were better. The grades of the students in the experimental group were higher than those of the control classes. Four failed and one withdrew among the experimental group. Seven failed and five withdrew among the control group. The experimental classes showed greater improvement on most sections of the Cooperative English Test than the control classes did. These results led to the adoption of the experimental plan for all freshman English classes at Wisconsin State College.

3878
Morrison, Ida E., and Perry, Ida F. "Spelling and Reading Relationships with Incidence of Retardation and Acceleration," Journal of Educational Research, LII (February, 1959), 222-27.

The relationships between spelling and reading abilities were studied with regard to retardation and acceleration in achievement as children progress from grade to grade. The results of spelling and reading tests given to 1,007 children in grades 3 through 8 in 36 classrooms in five school districts were analyzed using product-moment correlation. Test results were drawn from a series of California Achievement Tests and California Short-Form Tests of Mental Maturity given over a four-year period. The trends in retardation and acceleration in spelling were compared to trends in retardation and acceleration in reading at various grade levels. Approximately 23 percent of the students were found to be retarded in spelling, and 9 percent were accelerated in reading compared to 16 percent who received scores above the 85th percentile on intelligence tests. When the percentages of retardation in spelling and reading were compared to expectations for the normal group, the retardation in both subjects was larger than expected. The average percentage of children retarded was greater for reading than spelling. In the third grade, the percentages of those retarded in spelling and reading were similar, but the differences increased and were greatest in the eighth grade. Retardation in reading was considerably higher than in spelling. Tables and references are included.

5583
Morton, Leonard. "The Influence of Instruction in Critical Thinking on Achievement in Certain Aspects of the English Language Arts," Ed.D., Yeshiva University, 1964. Vol. XXVI, No. 4, 2080-2081. (Order No. 65-4114, Microfilm $3.00; Xerography $8.80, 194 pages.)

Instruction in critical thinking and its relationship to improved achievement in reading, English usage, spelling, literature, and vocabulary were examined. The difference in critical thinking by students taught with television and students exposed to conventional instruction was also investigated. A sub-sample of 180 students randomly selected from a working sample of 380 ninth-grade students was studied. All students were tested in January and May with the New York State Junior High School Survey Test to measure skills and knowledge in English language arts and with the Glaser-Watson Critical Thinking Appraisal to measure critical thinking. The following conclusions are reported: students who received instruction in critical thinking registered significant gains; conventional classroom instruction proved to be the superior instructional medium; only in the area of reading was there a suggested relationship between instruction in critical thinking and gains in achievement in the language arts; low-ability students showed greater gains in critical thinking; above average and average students showed greatest gains in language arts; and girls surpassed the boys in language arts achievement. A list of the questions investigated and recommendations formulated as a result of the study are also included.

4704
Noall, Mabel S., and Ceravolo, Geraldine C. "Selected Studies in Spelling, Learning, and Reading," Journal of Education, 146 (April, 1964), 3-15.

Eight significant learning studies in secondary spelling, learning, and reading conducted at Boston University since 1960 are summarized. The following topics were investigated: (1) the best method for teaching spelling for transfer--inductive, deductive, heavy emphasis on meaning (SRA Spelling Labs used), (2) the relative importance of the five levels of mastery and their effects on children's knowledge of spelling and word meanings, (3) inductive versus deductive learning in spelling and vocabulary (working from usage to definition or from definition to usage), (4) inductive versus deductive learning in spelling and vocabulary with the pupil team approach, (5) evaluation of transfer of skills (followup study to #4), (6) multi-meaning word techniques--to determine the effect of classification exercises on reading-thinking skills, (7) classification of multi-meaning words and influence on improving word recognition, reading comprehension, spelling, flow of ideas, inferential thinking (a continuance of #6), and (8) the effect of directly teaching students map, chart, and graph reading on improvement of thinking skills. General trends derived from the studies are listed. A bibliography is included.

4298
O'Donnell, Roy. "Awareness of Grammatical Structure and Reading Comprehension," High School Journal, 45 (February, 1962), 184-88.

The relationship between an awareness of grammatical structure and ability in reading comprehension was studied. A list of basic structural relationships was compiled from textbooks using the structural linguistics approach to English grammar. A test using nonsense words arranged in normal English word order was constructed to measure ability to recognize the basic structural relationships of words in English sentences. This structure test, the Cooperative Test C1--Reading Comprehension, and the Iowa Grammar Information Test were given to 101 high school seniors in the spring of 1960. The scores were submitted to statistical treatment and correlation coefficients were obtained. A comparison of the obtained correlation coefficients seemed to indicate that the degree of relationship between awareness of structure and reading ability is slightly lower than that of knowledge of traditional grammar and reading ability. References are included.

4460
O'Donnell, Roy C. "A Study of the Correlation Between Awareness of Structural Relationships in English and Ability in Reading Comprehension," *Journal of Experimental Education*, 31 (March 1963), 313-16.

The hypothesis that there is a higher correlation between reading comprehension and awareness of structural relationships of words in sentences than there is between reading comprehension and ability to verbalize grammatical rules and terminology was investigated. The senior class at Bowling Green High School, Bowling Green, Kentucky, of 115 members was administered a test constructed to measure ability to recognize basic structural relationships of words in sentences, Test C 1; Reading Comprehension, Form Z, and the Iowa Grammar Information Test, Form A. The hypothesis was not supported by the findings. Conclusions and recommendations are listed. References and tables are included.

4300
Otto, Wayne, and Lasswell, Ann. "Relationship of Secondary Beginning Strokes in Handwriting to Reading Ability," *Perceptual and Motor Skills*, 14 (June 1962), 530.

The relationship of secondary beginning strokes in handwriting to reading ability was investigated. Secondary beginning strokes are defined as the initial upstroke in handwriting frequently found in words beginning with the small letters u, v, w, and y. An investigation was made to determine if poor readers use more secondary beginning strokes than good readers. Fifty seventh- and eighth-grade students with IQ scores between 90 and 110 were divided into good and poor readers with 25 in each group. It was found that poor readers used a significantly greater number of secondary beginning strokes than good readers and that seventh graders used secondary beginning strokes more frequently than eighth graders. It was implied that the psychological attributes which make for retention of the use of secondary beginning strokes in handwriting may also make for poor performance in reading.

5603
Patterson, Ruth Madel. "The Relationship Among Certain Factors of School Experience and Pupils' Attitudes Toward the Language Arts," Ed.D., Washington State University, 1965. Chairman: Lloyd B. Urdal, Vol. XXVI, No. 1, 229. (Order No. 65-7707, Microfilm $3.00; Xerography $4.00, 75 pages.)

The attitudes of fifth grade pupils toward the language arts and their perception of their own performance were related to the pupils' achievement in language arts as measured by standardized tests, teachers' grades, intelligence, and repetition of grades. The population was 369 pupils from a public school in Washington state. A Language Arts

Evaluation Scale consisting of twelve concepts based on the criteria proposed by Osgood was devised. The concepts were school, tests, free reading, oral reports, discussion, assigned reading, assignments, grades, following written instructions, spelling, and story reading. A Language Arts Check List was devised to measure the pupils' perception of their own performance in the following areas related to reading: English usage, original writing, speech, and skill and tools. Coefficients of correlation and tests of significance were employed to find relationships and significant differences between the variables. Few significant relationships were found among pupils' attitudes toward language arts, or pupils' perception of their performance in the language arts, and standardized test scores of intelligence, regularity of attendance, and repetition of grades. Significant differences were found between the high and low groups on achievement, as represented by teachers' grades, and between the sexes on the number of pupils who repeated grades. No significant difference was found between the high and low groups on a standardized achievement test.

6456
Peters, Margaret L. "The Influence of Reading Methods on Spelling," British Journal of Educational Psychology, 37 (February 1967), 47-53.

A comparison is drawn between the kinds of spelling errors made by students taught by four different methods--the look-and-say, the phonic, the traditional orthography, and the initial teaching alphabet (i/t/a). Subjects were 69 eight-year-olds in each group. Methods were ranked for vulnerability to specific types of errors. Results showed that the i/t/a produced fewest omissions, insertions, and perseverations. The look-and-say produced fewest doubling errors, consonant substitutions, faulty auditory perceptions and homophones. The phonic method gave fewest transpositions, vowel substitutions, and the greatest number of reasonable phonic alternatives. Results by sex and IQ revealed significant differences in the lower IQ range. It was concluded that overall spelling attainment was not affected, but perceptual and rule-following skills influencing spelling have important implications for remedial teaching. References are listed.

4466
Petty, Walter T. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1962," Elementary English, 40 (February 1963), 150-64, 201.

A summary of reading research relating to the English language arts in elementary education for 1962 is reported. Programs and methods, readiness and early reading programs, vocabulary studies, factors affecting reading, attitudes and interests, and materials are areas reported. Research in written communication as well as in oral communication is described. A bibliography is included.

4720
Petty, Walter T., and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1963," Elementary English, 41 (February 1964), 119-37.

Summaries of 69 research reports relating to the language arts in elementary schools are presented. Main topics under which research is categorized are research summaries of interest, reading programs and methods, beginning reading instruction, reading interests and attitudes, diagnosing reading difficulties, vocabulary, spelling, handwriting, and oral communication. A bibliography is included.

4965
Petty, Walter T., and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1964," Elementary English, 42 (April 1965), 411-30.

Sixty-seven studies and 10 summaries and listings of research in elementary school language arts reported in journals between December, 1963, and December, 1964, are summarized. The majority of studies deal with various aspects of reading instruction: organization of programs, teaching methods, beginning instruction and early readers, aural-visual discrimination, reading achievement, and miscellaneous studies. Studies concerning written expression have shown an increase over previous years. An attempt was made to include research that has direct classroom application. References are arranged by subject.

5245
Petty, Walter T., and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1965," Elementary English, 43 (March 1966), 252-77.

A review of 99 research articles on elementary school English language arts published from December, 1964, through 1965, is presented. The research is summarized under the following categories: (1) reading--programs, organization, administration; reading in the kindergarten; beginning instruction; phonics; personality, attitudes, and reading; special problems; oral reading, interests and literature; testing and appraisal; (2) language; (3) spelling; (4) handwriting; and, (5) written composition. A bibliography is included.

6457
Petty, Walter T., and Burns, Paul C. "A Summary of Investigations Relating to the English Language Arts in Elementary Education: 1966," Elementary English, 44 (April, May 1967), 392-401, 430, 492-517.

A summary of 115 studies relating to English language arts in the elementary grades is reported. The reviewers have included the research published in journals during 1966. Subjects investigated include language learning and children's affective meaning systems, studies on listening and oral language, written communication, the effects of teaching methods on spelling achievement, and the stimuli affecting creative writing.

6459
Plattor, Emma R., and Woestehoff, Ellsworth S. "The Relationship Between Reading Manuscript and Cursive Writing," Elementary English, 44 (January 1967), 50-52.

The relationship between the ability to read in cursive and manuscript styles was examined for pupils in grades one, three, and five. Subjects were 27 first, 40 third, and 45 fifth graders. The Gates Word Recognition Test, Forms I and II, was used in manuscript as a measure for first graders. The entire Gates Reading Survey Test, Forms I and II, reproduced in cursive style, was administered to third and fifth graders. The chi square test was used to determine the significance of the relationship between reading and writing in cursive style. Numerical ratings were assigned to the handwriting samples. No significance was indicated between the ability to read and to write in cursive style. Implications pointed to possible need for postponing the transfer to cursive writing for the child with learning difficulty until he has made adequate growth in reading manuscript style. Also, some experience in reading cursive style may be advisable before introducing cursive writing.

4468
Plessas, Gus P., and Ladley, Dorothea Macie. "Spelling Ability and Poor Reading," Elementary School Journal, 63 (April 1963), 404-08.

The effect of corrective reading instruction on the spelling performance of 58 boys and 15 girls classes as poor readers from public and private schools in greater Sacramento area was studied. Ages ranged from 8 years and 2 months to 16 years and 5 months. Grades ranged from 3 to 11. All cases were reported as retarded 2 years or more in reading. Mean intelligence was 109, and reading level ranged from 1.0 to 5.9 grade equivalent. Separate tests were used to measure growth in reading, word discrimination, and spelling. Standard tests and a specified basic spelling list were employed for grouping, and instructional materials with levels of difficulty were chosen. Testing, training, and retesting covered the school year. Coefficients of correlation between growth in reading and spelling were derived from formal tests. Implications for instruction and references are provided.

4966
Plessas, Gus P., and Dison, Peggy A. "Spelling Performances of Good Readers," California Journal of Educational Research, 16 (January 1965), 14-22.

The differences in spelling abilities between good readers whose spelling achievement was commensurate with their reading status and good readers whose spelling achievement was below their level of reading competency were explored. The subjects were selected from 260 third-grade boys and girls in three schools of the Sacramento City Unified School District. All were tested with the California Test of Mental Maturity and the California Achievement Tests. Two groups were formed. Group I was made up of 55 children who scored 4.5 or higher on the reading test but who scored .5 or more below their reading placement scores on the spelling section. Group II consisted of 76 children who scored 4.5 or above on the reading test but scored .4 or less below their reading scores in spelling. The subjects were given a battery of four informal diagnostic spelling measures which were used to evaluate skills in identifying correctly spelled words, visual discrimination, spelling of specific consonant or vowel elements common in words, and spelling of homonyms and variants of known words. The words used in these tests were selected from a basic spelling list of 2,749 words found in Improving Your Spelling Programs by Walter T. Petty. Results showed that children in the Group I category needed to give greater attention to the visual study of words and to the spelling relationship between words and their derived and compound forms.

4967
Plessas, Gus P., and Ladley, Dorothea Macie. "Some Implications of Spelling and Reading Research," Elementary English, 42 (February 1965), 142-45, 200.

A summary of pertinent research dealing with the relationship between spelling and reading is presented. Some of the practical implications discussed follow. There does not seem to be any influence on spelling growth as the result of improvement in reading. Teaching spelling through reading should be avoided since it could influence adversely perceptual patterns in word recognition of certain children. Spelling instruction for poor readers should involve only words that are within their level of word recognition and are useful in typical writing situations. Vocabulary or word meanings have the highest correlations with spelling ability. References are included.

3768
Postel, Harold H. "Reading the Entire Book: An Experiment in Sustained Reading," Elementary School Journal, LVIII (April 1958), 389-90.

An experiment to determine the value of free reading is reported. Subjects were 72 pupils in two fifth grade classes. The average age was 10 years and seven months. A generous supply of books on a variety of subjects ranging in difficulty from third to eighth grade reading levels was supplied by the librarian and placed in the two classrooms. The pupils were given free choice of materials for 30 to 40 minutes each day for five months. Teachers suggested levels of difficulty and attempted to broaden tastes. Only one rule was made--if a book were chosen it had to be read completely. A new choice could be made after a book review had been completed. A high level of self-motivation was present. A majority of children read two or three books per month. Pre- and post-tests were administered to measure growth. Results indicate a gain of six months for the group of handicapped children and a year for the readers of average or above average skills. Values of the project include fixing the habit of sustained reading, providing for individual interests and abilities, developing independence in learning to read, and stimulating extensive reading in a variety of areas of interest.

5610
Prentice, Joan L. "Semantics and Syntax in Word Learning," Ed.D., Indiana University, 1964. Chairman: Julius M. Sassenrath, Vol. XXV, No. 8, 4549. (Order No. 65-406, Microfilm $2.75; Xerography $6.20, 127 pages.)

A comparison of the effects of semantics and syntax on the acquisition and use of new words was studied. Semantic meaning was defined as that which signifies the referent. Syntactic meaning was defined as the category of attributes shared by members of the same grammatical form class. Forty-eight fourth-grade boys and girls were used as subjects. Within each sex, subjects were divided by median split into high and low word knowledge levels and randomly assigned to one of three training conditions. The Duncan Multiple Range Test was used to statistically analyze the data. The author concluded: (1) Semantic attributes can be inferred from grammatical use, but referential association is a more effective method of acquiring semantic meaning. (2) Semantic attributes can designate membership in a syntactic category, but grammatical use is a more effective method of acquiring syntactic meaning. (3) Ability to use rules of syntax may be related to the frequency with which the various form classes have been encountered in the language. (4) Neither chance selection nor the skew phenomenon can adequately predict numbers of form class intruders used to complete sentences. Intruder responses are chosen systematically, probably under stimulus control.

5619
Reeves, Harriet Ramsey. "The Effect of Training in Listening upon Reading Achievement," Ed.D., The Florida State University, 1965. Vol. XXVI, No. 12, 7181-7182. (Order No. 66-5458, Microfilm $3.00, Xerography $3.00, 46 pages.)

Thirty tape recorded listening lessons taken from the Gates-Pearson Reading Exercises were used to determine the effect of training in listening on reading achievement. Ten fourth grade classes with 228 pupils served as the experimental group and 216 fourth grade pupils in nine classes served as the control group. Each of the 15-minute lessons consisted of four short selections followed by questions on main ideas and details. The lessons were substitutes for part of the regular reading program over a 15-week period. The STEP and the Metropolitan Reading Achievement Test were used to measure performance. Four and one-half months after the conclusion of the listening lessons, the tests were readministered. No significant differences were found between the mean gain scores of the two groups at the end of the study. However, both the experimental and the control groups improved significantly on the tests four and one-half months after the conclusion of the treatment. It was concluded that listening training of this type did not favorably affect the retention of listening and reading achievement.

6477
Rohwer, W. D., Jr. and Lynch, S. "Semantic Constraint in Paired-Associate Learning," Journal of Educational Psychology, 57 (1966), 271-78.

A factorial design was used to evaluate an explanation of the facilitory effect of verb strings on paired-associate learning. The assumption was that verbs exert more constraint on subsequent words than do conjunctions and limit the number of appropriate responses to a specific stimulus. A recognition task was compared with a paired-associate recall task. Subjects were 250 fifth and sixth grade pupils. Results from three experiments indicated that the hypothesis of semantic constraint is not sufficient to explain the facilitation of learning produced by verb connectives. When the size of the class of appropriate responses was equated for conjunction and verb conditions, verb strings produced substantially faster learning. The phenomenon remained unexplained. References are listed.

5266
Ruddell, Robert B. "Oral Language and the Development of Other Language Skills," Elementary English, 43 (May 1966), 489-98.

Research concerning the relationship of oral language skills to the development of other language skills is reviewed under four headings: (1) vocabulary and syntactical language development, (2) oral language development and reading achievement, (3) listening development and reading achievement, and (4) oral language development and writing. Evidently the various communication skills are highly related. Oral language development is considered the basis for the development of reading and writing achievement.

6178
Ruddell, Robert B. "Variation in Syntactical Language Development and Reading Comprehension Achievement of Selected First Grade Children," Vistas in Reading, 11, Part 1, (1966), 420-25.

Outlines a research study which may contribute to the improvement of reading achievement and is aimed at providing increased insight into language variables of children.

6179
Ruddell, Robert B. "Reading Comprehension and Structural Redundancy in Written Material," Reading and Inquiry, 10, (1965), 308-11.

Concludes that reading comprehension is a function of the redundancy of the syntactical elements used in written materials.

3662
Rudisill, Mabel. "Interrelations of Functional Phonic Knowledge, Reading, Spelling, and Mental Age," Elementary School Journal, LVII (February 1957), 264-67.

An investigation of the interrelations between functional phonic knowledge, reading achievement, spelling achievement, and mental age among 315 pupils in grade three was made. The third graders of 10 classrooms and four schools of the Durham, North Carolina, city schools were selected. An inventory of 144 nonsense words was constructed to measure ability to apply phonic knowledge in pronouncing new words. Intelligence tests, reading achievement tests, and spelling achievement tests as well as the inventory were administered to the children. Intercorrelations were computed between the four measures. The intercorrelations of reading, spelling, and phonic knowledge were about equal. The intercorrelations suggested that there were common factors between reading, spelling, and phonic knowledge independent of intelligence and that these factors were the results of specific training rather than the natural results of applied intelligence. It was concluded that functional phonic knowledge makes a substantial contribution to achievement in reading and in spelling. References and tables are included.

3047
Russell, David H. and Shrodes, Caroline. "Contributions of Research in Bibliotherapy to the Language-Arts Program," I and II, School Review, LVIII (September and October, 1950), 335-42, 411-20.

The second of a two-part report on bibliotherapy and the language arts is presented. Implications for further research and practice and suggestions for teachers are included. More descriptive than experimental, the studies deal with hypotheses about the process of bibliotherapy. Most are medical explorations. The limitations in the literature available indicate a need to validate the process experimentally and a need for more studies outside clinics or hospitals. Further research on the use of fictional rather than factual literature for diagnosing personality difficulties, on the use of bibliotherapy for clinical treatment in school situations, and on the effect of literature upon the reader are called for. The teacher is advised -- (1) to experiment on the type of story to match the difficulty, (2) to make use of the whole language arts program, and (3) to direct reading toward objectivity, accuracy, and positive values. While a knowledge of books and children would help teachers attempt bibliotherapy in the classroom, the best approach is a cooperative venture involving the teacher, the librarian, and the school psychologist.

4319
Scarborough, Olive R., Hindsman, Edwin, and Hanna, Geneva. "Anxiety Level and Performance in School Subjects," Psychological Reports, 9 (October 1961), 425-30.

An investigation of the relationship between anxiety and performance in language arts as compared with performance in science, social studies and arithmetic is described. Subjects were 162 seventh-grade boys and girls chosen from 1,600 seventh-grade pupils in four Texas schools involved in the Human Talent Research Project. They were chosen on the basis of sex, intelligence (California Test for Mental Maturity) and level of anxiety (Castenada Anxiety Scale). The academic achievement of the subjects was determined by the California Achievement Test and the Sequential Test of Educational Progress. Results of the tests were analyzed according to high, average, and low intelligence and anxiety levels. Anxiety level was found to make a difference in children's reading and language achievement when intelligence was a factor and when both sex and intelligence were factors. The findings and questions raised by the findings are discussed. Tables and references are included.

3999
Scholl, Geraldine T. "The Reading and Spelling Achievement of a Group of English Children," University of Michigan School of Education Bulletin, XXXI (April, 1960), 105-0

Practices in the teaching of reading in England differ from those in the United States. The effect of these differences was investigated in a study made in Burton-on Trent in 1958-59. A sample of Burton children attending schools corresponding to the public schools of the United States was studied. The sample was limited to children aged 7, 9, 11, and 13 years. There were approximately 150 children in the sample at each of these age levels. The average IQ of each group was within the normal range according to English intelligence tests. The tests used were the Paragraph Meaning, Word Meaning, and Spelling subtests of the Stanford Achievement battery. One-half of the subjects at each age took modified forms adapted to the language usage of English people. The results show that the mean Spelling age scores of Burton children were a little higher than the Stanford Achievement test norms for American children. Also, their mean Word Meaning age scores were generally somewhat higher. English children were somewhat below American norms on mean Paragraph Meaning age scores. The close correspondence of the performance of English and American children was noted. The evidence is completely contradictory to Flesch's assertion that English children gain a year by being introduced to reading a year earlier.

5643
Schwartzberg, Herbert. "The Effect of a Program of Choral Speaking on the Silent Reading Achievement of Sixth-Grade Bi-Lingual Puerto Rican Children in the New York City Elementary Schools," Ed.D., New York University, 1963. Chairman: Alvina T. Burrows, XXIV, No. 7, 2817. (Order No. 64-293, Microfilm $2.75; Xerography $8.80, 193 pages.)

Thirty pairs of sixth-grade bilingual children of Puerto Rican origin or extraction were matched according to sex, age, IQ, reading achievement and school class in an effort to test the effect of choral speaking on silent reading achievement. One member of each group was designated as experimental and the other as control. Both groups received reading instruction from the Scott Foresman Basal Reading Series. The experimental group received a series of 44 choral speaking sessions of 40 minutes each, taught by the investigator twice weekly over a period of six months outside of the regular classroom. During these periods the control group engaged in extended social studies activities with their regular teachers. Alternate forms of the Metropolitan Achievement test, Intermediate Reading Test were administered as pre-tests and post-tests. Comparisons of gains in silent reading achievement between the experimental and control groups and between boys and girls in both groups indicated no statistically significant differences between the various groupings that could be attributable to other than chance alone.

3350
Serra, Mary C. "Influence of Reading and Experience-Writing on Spelling: A Case Study," Elementary School Journal, LIV (April 1954), 456-63.

The case study reported attempts to determine (1) if tactile-kinesthetic and kinesthetic remedial-reading techniques, emphasizing word meaning, result in growth in spelling ability when there is no systematic instruction in spelling, and (2) if independence in writing is developed by tactile-kinesthetic and kinesthetic remedial-reading techniques. The subject of this study was a male 11-year-old fifth grader who had much difficulty with and a poor attitude toward spelling and reading. As a result of the administration of a series of standardized and informal tests and a reading analysis, his difficulty was diagnosed as an associative learning disability. A program of word learning by visual-auditory-kinesthetic-tactile technique emphasizing word meaning was used. The techniques used appeared to develop independence in writing and tended to increase spelling ability without systematic instruction. Eight references are given.

3666
Simon, J. "French Research in the Teaching of Reading and Writing," Journal of Educational Research, L (February 1957), 443-59.

A summary of research on the teaching of reading and writing in France from 1905 to 1955 is given. Major developments in education, with emphasis on reading and writing, are described briefly for two periods--(a) 1905 to 1940, and (b) 1945 to 1955. The discussion of reading focuses on the common reading methods (synthetic, global, and eclectic) and four special remedial methods. Three groups of important reading research by Dr. Ajiuragguerra, Dr. Roudinesco and Dr. Trelat, and Dr. C. Launay are described. A brief summary of the limited research which has been done on writing in France is included. Suggestions are made for further research. A 38-item bibliography is included.

5292
Sonenberg, Charlotte, and Glass, Gerald G. "Reading and Speech: An Incidence and Treatment Study," The Reading Teacher, 19 (December 1965), 197-201.

An investigation was undertaken to discover the incidence of functional articulatory speech defects among a group of remedial readers and to compare the reading progress of children with functional speech problems who were given both speech and reading therapy with the progress made by a matched group who received only reading therapy. Forty children, aged 7 to 16, who were admitted to the Adelphia University Reading and Study Center summer session were administered the Durrell Analysis of Reading Difficulty Test and were interviewed in the presence of a speech therapist who analyzed their conversational speech patterns. Directed speech was tested by the Hejna Picture Card Test; auditory discrimination was tested. The subjects were divided into a control group which received only reading therapy and into an experimental group which received both reading and speech therapy. The control and experimental groups were tested at the end of the 6-week session and again 6 weeks later. The experimental group showed more discernible reading improvement than the control group. Many poor readers with defective articulation had problems of auditory discrimination. Findings indicated that speech therapy given in addition to reading therapy to remedial readers with functional speech defects tended to improve reading skills beyond the improvement shown by remedial readers with functional speech problems who received only reading therapy. References are included.

3355
Spaulding, Geraldine. "A Note on the Interpretation of Scaled Scores for Form Z of the Cooperative English Test," 1953 Achievement Testing Program in Independent Schools and Supplementary Studies, Educational Records Bulletin No. 61. New York: Educational Records Bureau, (July 1953), 72-4.

It was found that the Scaled Scores for Level of Comprehension on Form Z, Lower Level, was not equivalent to the Scaled Scores for other parts or forms of the English test. It was concluded that it was highly desirable that Bureau members using this form of the test depend primarily on the independent school percentiles for interpretation of results on the Lower Level of the test. A table is included.

3458
Staiger, Ralph C. "Certain Language Factors in the Readability of Primary Reading Textbooks," Journal of Educational Research, XLVIII (April 1955), 589-96.

Eighteen selections from basal readers published between 1935 and 1948 for the reading instruction of children in grades 1, 2, and 3 were used to discover (1) if the proportion of word errors made by children during oral reading at sight is an adequate criterion for the scaling of primary basal reading materials according to difficulty, and (2) which of 44 possible language factors in readability have a significant influence on the difficulty of primary reading textbooks. The subjects for this study were 15 7 and 8 year-olds whose reading grade level ranged from 2.3 to 3.0 on a standardized test. The criterion used to scale the selections according to difficulty was the Word Error Quotient. An informal comprehension test was devised and administered to each subject orally after he had read about half of each selection orally at sight. Findings indicate that the Word Error Quotients made by third-grade children in oral reading at sight was an adequate means of scaling primary selections according to difficulty. Ten of the 44 language factors listed probably influence the readability of primary textbooks. Six references are given.

4004
Staiger, Ralph C. "Language Arts Research, 1958," Elementary English, XXXVI (November 1959), 502-10.

A bibliography of research studies in the language arts areas completed and/or in progress during 1958 is presented. Research on the master's, doctoral, and post-doctoral levels are listed in alphabetical order by author in 18 categories. Literary criticism is not reported. The studies in speech correction and theatre are described as an inadequate sampling of current research in these areas. No attempt was made to evaluate the significance of the studies listed. A bibliography is given.

4154
Staiger, Ralph C. "Language Arts Research, 1960," Elementary English, XXXVIII (March 1961), 175-86.

During the calendar year 1960, 312 separate research studies in the language arts were reported as completed or under way by respondents to a request of the National Council of Teachers of English and National Conference on Research in English. These studies are classified in this bibliography in related subgroups: programs and curricula; vocabulary; linguistics; mass communication; materials analysis and readability; bilingualism; reading: elementary, secondary, college, and adult; corrective reading; writing; grammar and usage; spelling; handwriting; speaking and speech correction; listening; library; exceptional children or slow learners; college English; instructional procedures; and folklore.

4506
Staiger, Ralph C. "Language Arts Research, 1962," Elementary English, XL (April 1963), 362-69, 378.

A bibliography in language arts completed in 1962 and compiled under the auspices of the Research Committee of the National Council of Teachers of English and the National Conference on Research in English, is given. The research is grouped under the following topics: programs and curricula, vocabulary, linguistics, mass communication, materials analyses and readability, bilingualism, reading in the elementary school, reading in the secondary school, college and adult reading, corrective reading, writing, grammar and usage, spelling, handwriting, speaking and speech correction, listening, thinking processes, college English, instructional procedures, and dramatics.

5001
Staiger, Ralph C. "Language Arts Research, 1964, Part I and Part II," Elementary English, XLII (April and May 1965), 433-45; 513-26.

Research studies in the language arts for 1964 are summarized. The main subject areas are programs and curricula, vocabulary, mass communication, materials analysis and readability, bilingualism, reading (elementary, secondary, corrective), writing, grammar and usage, spelling, handwriting, speaking and speech correction, listening, psychological relationships, library, and dramatics. Readers are referred to the author or sponsor for more information on any study.

6501
Stauffer, Russell G. "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction," The Reading Teacher, 20 (October 1966), 18-24.

The purpose of this study was to compare the effects on first grade children of a language arts approach and a basic reader approach to beginning reading. In the experimental group of 201 pupils the design provided for utilizing oral and written language or dictation and creative writing, drawing and painting, and dramatic activities. Instruction was maintained through small groups and individualized procedures. In the control group of 232 pupils, instruction maintained the formal basic reader approach according to the teacher's manual. Pre- and posttests were analyzed according to the 14 questions listed under objectives. Results with the language arts approach for reading performance, word attack skills, spelling, vocabulary development, and written communication were superior to those using the basic reader approach. Better test facilities for attitudes, creative writing, writing mechanics, and critical reading are apparently needed.

4761
Strickland, Ruth G. "The Contribution of Structural Linguistics to the Teaching of Reading, Writing, and Grammar in the Elementary School," Bulletin of the School of Education, Indiana University, 40, No. 1 (January 1964), 44.

An investigation to discover what concepts in the published material of some linguistic scholars could be used to improve the teaching of reading, spelling, and grammar in the elementary school was conducted. Some of the problems in the language arts field are discussed. The services which linguists and teachers could contribute to the study of a linguistic approach to the language arts are listed. Research is proposed. Annotated references selected to help elementary teachers understand the language they teach and a bibliography of selected articles in journals and yearbooks readily available in education libraries are provided. A list of sources is included.

6180
Strickland, Ruth G. "Concern for Research on Linguistics and Reading," Reading as an Intellectual Activity, 8 (1963), 183-85.

Reports that linguistics has much to offer in improving all aspects of language learning.

3569
Strom, Ingrid M. "Does Knowledge of Grammar Improve Reading?" English Journal, LXV (March 1956), 129-33.

The relationship between the ability to read material of an informative nature and the ability to analyze the syntax and grammar of the sentences read was studied. Fifteen sophomore classes throughout the United States in private, public, and experimental schools were tested, and data on intelligence, socioeconomic status, sex, and knowledge of vocabulary were obtained. A test battery was devised to measure comprehension, knowledge of vocabulary, and understanding of syntax and grammar. Results indicated little relationship between pupils' comprehension of 10 selected passages and their knowledge of syntax and grammar. Intercorrelations of student performances were computed separately for the public and private schools. Between reading and grammar, the correlations were .57 for the public schools and .39 for the private schools. The public school pupils were placed in four socioeconomic groups and correlations were computed. The coefficients of correlation were all statistically significant at the 1 percent level for the pupils in all four categories. When the effect of intelligence was removed, significant differences were found in grammar and syntax for all types of schools except public schools drawing pupils from upper socioeconomic families. References are included.

4158
Strom, Ingrid M. "Research in Grammar and Usage and Its Implications for Teaching Writing," Bulletin of the School of Education, Indiana University, XXXVI (September 1960), entire issue.

A summary of the research literature dealing with the relationship between knowledge of grammar and ability to communicate effectively is reported in bulletin form. Literature is classified according to interrelationships among grammar, reading, and related factors, interrelationships among grammar, composition, and related factors, experimental studies concerned with the teaching of grammatical usage, sentence structure, and other problem areas in writing, diagraming as an aid to growth in reading, writing and speaking, developmental studies of growth in language power as related to speaking and writing, and studies of levels of usage and of the structure of American English. Conclusions and a bibliography are included.

4159
Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1959-60," English Journal, L (February 1961), 111-25.

A summary of investigations relating to the English language arts in secondary education from 1959 to 1960 is presented. The summaries are organized under these areas: teaching practices, social and experimental factors, program evaluations, and teacher status. Evidence from the research indicates that achievement in the language arts is related both to environmental influences and to concrete factors. A bibliography is included.

4333
Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1960-61," English Journal, LI (February 1962), 123-40.

Investigations relating to the English language arts in secondary education 1960 to 1961 are summarized. The dearth of significant developmental and experimental studies is reflected in the summary. The investigations are listed under six categories: (1) practices in the teaching of writing, grammar, and spelling, (2) practices in the teaching of speaking, listening, viewing, and the mass media, (3) practices in the teaching of reading, (4) social, intellectual, and experimental factors associated with the English language arts, (5) evaluating the program of instruction in the English language arts, and (6) studies of the status of the English language arts. An extensive bibliography is included.

4512
Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1961-62," English Journal, LII (February 1963), 118-36.

A summary of investigations relating to the English language arts in secondary education in 1961 and 1962 is given. The investigations are arranged under the following topics: practices in the teaching of reading and literature, practices in the teaching of writing, grammar, spelling, and vocabulary, practices in the teaching of speaking, listening, viewing, and mass media, practices in the use of teacher aids, programed instruction, teaching machines, and team teaching, practices in evaluating the program of instruction in English language arts, and studies of the status of the English language arts. A bibliography is included.

4762
Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1962-63," English Journal, LIII (February 1964), 110-35.

Research articles in English language arts in secondary education from 1962 and 1963 are summarized. Areas emphasized are the teaching of composition, grammar, spelling, vocabulary, the teaching of speech, listening, viewing, critical thinking, the mass media, use of teacher aids, programmed instruction, teaching machines, grouping techniques, team teaching, social, psychological, experimental factors in English language arts, the status of language arts, and evaluation of instruction. A few studies in elementary language arts are included. A bibliography of the articles reviewed is given.

5007
Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1963-64," English Journal, LIV (March 1965), 238-55.

Research studies relating to the English language arts in secondary education for 1963-64 are summarized. Included in the summary are investigations pertaining to both primary and secondary school children. The main areas of research include practices in (1) the teaching of reading and literature, (2) the teaching of written composition, grammar, spelling, usage, and vocabulary, (3) the teaching of speech, listening, and mass media, (4) the use of programed instruction, (5) evaluating the program of instruction in the English language arts, and (6) social, psychological, intellectual, and experiential factors associated with the English language arts. A bibliography is included.

6514
Swales, Terence D. "The Attainments in Reading and Spelling of Children who Learned to Read Through the Initial Teaching Alphabet," British Journal of Educational Psychology, 37 (February 1967), 126-27.

The aim of this study was to determine the efficiency of the Initial Teaching Alphabet (i/t/a) in terms of average reading achievement, spelling accomplishment, and incidence of reading retardation. An experimental group using the i/t/a program and a control group using the traditional orthography (t.o.) method were matched with 99 third grade pupils in each group. Pre- and post-test results were analyzed. Results indicated neither superior nor inferior total reading achievement after 3 years for either method. Spelling standards were not adversely affected. The two methods produced no difference in backward readers. Also, boys benefited slightly more than girls from the use of i/t/a. There was some indication that the consistency of i/t/a made reading and spelling easier than did the t.o. method.

3365
Townsend, Agatha. "Interrelationships Between Reading and Other Language Arts Areas," Elementary English, XXXI (February 1954), 99-109.

The necessity of integrating reading instruction with other areas of the language arts so that reading becomes a language program rather than a mere skills program is stressed in a survey of 80 studies published from 1929-51 concerning the relationships between reading and the other language arts. The research findings are described in light of their implications for teachers planning a reading and language arts program. Six areas of reading are discussed-- (1) reading readiness and beginning reading, (2) reading and English, (3) reading-looking, listening, and speaking, (4) reading and language for older groups (college and adult), (5) clues for remedial work, and (6) reading and specially handicapped (hearing disability, speech defects, blindness). A bibliography is included.

4770
Townsend, Agatha. "What Research Says to the Reading Teacher: A Bibliography on Auding," The Reading Teacher, 17 (April 1964), 549-51.

An annotated bibliography of some research tools available to the reading teacher is presented. The bibliography is limited to those references intended as background for interpretation of the study entitled Children and Oral Language, a joint product of individuals selected from membership of ACEI, ASCD, IRA, and NCTE. The bibliography is divided into the following sections: auditory factors, listening and reading, and tests.

4773
Townsend, Agatha. "What Research Says to the Reading Teacher: Linguistics and Reading Instruction," The Reading Teacher, 17 (May 1964), 623-26.

A discussion of linguistics and reading instruction is presented. The application of linguistics to the classroom teacher in elementary and secondary schools is described. Controversies about method of teaching reading and lack of strict experimental research are mentioned.

3677
Vineyard, Edwin E., and Massey, Harrold W. "The Interrelationship of Certain Linguistic Skills and Their Relationship with Scholastic Achievement When Intelligence is Ruled Constant," Journal of Educational Psychology, XLVIII (May 1957), 279-86.

A study was undertaken to identify the coefficients of correlation between (1) objective measures of vocabulary, speed of paragraph comprehension, and spelling, (2) intelligence and objective measures of vocabulary, speed of paragraph comprehension, and spelling, (3) college grade point average and objective measures of vocabulary, speed of paragraph comprehension, spelling, and intelligence, (4) each of the following with intelligence ruled constant: vocabulary and speed of paragraph comprehension, spelling and speed of paragraph comprehension, and spelling and vocabulary, and (5) each of the following and grade point averages with intelligence ruled constant: vocabulary, speed of paragraph comprehension, and spelling. The freshman class at Panhandle Agricultural and Mechanical College, numbering 176, was chosen as the sample population. Specific results are listed. It was concluded that linguistic skills of vocabulary, paragraph comprehension, and spelling are related substantially with intelligence and with scholastic success. Other conclusions are discussed. Tables and a bibliography are included.

6538
Weintraub, Samuel (Ed.). "What Research Says to the Reading Teacher: Listening Comprehension," by Debrah Weiss, The Reading Teacher, 20 (April 1967), 639-47.

This article discusses the relationships between listening and reading comprehension as receptive communication skills. Attention is directed to a review of research concerned with the isolation of a distinct listening factor and conditions affecting listening comprehension as measured by an adapted cloze technique. Studies on the improvement of listening in the intermediate grades are briefed. The conclusion is drawn that if parallels between listening and reading instruction can be constructed, then crash attempts to improve listening skills should be avoided. Also, the exclusive use of tapes is questioned. Further study of the interference of dialect differences in oral and written material is recommended. References are listed.

4168
Williams, William G. "The Adequacy and Usefulness of an Objective Language Scale When Administered to Elementary School Children," Journal of Educational Research, LIV (September 1960), 30-33.

The adequacy and usefulness of an objective scale designed to measure language development of elementary school children was appraised. The scale was based on one developed earlier by Dr. M. J. Mecham. One hundred forty elementary school children were selected from two schools representing middle and extreme ranges of socioeconomic families in the Provo, Utah, area to test several hypotheses concerning the language scale. Each child was administered the direct-test items in the language scale and Metropolitan reading tests. An analysis of data indicated that the language scale was adequate and useful for measuring language development in elementary school children. A copy of the scale used in the experiment is included.

6555
Winter, Clotilda. "Listening and Learning," Elementary English, 43 (October 1966), 569-72.

The relationship between listening and intelligence and listening and general school achievement is reported. Students were 563 fourth, fifth, and sixth graders from two schools in Texas. Scores on the STEP Listening Comprehension Test, the SRA Achievement Test, and the California Test of Mental Maturity were correlated. Findings indicated above average listening ability for all of these pupils, but the mean was slightly higher for girls than for boys. Also, there was a significant improvement in listening competence from the fourth to sixth grade. A highly significant and moderate relationship existed between listening and intelligence. Also, a highly significant moderate relationship between listening comprehension and total school achievement was shown on achievement tests. Recommendations are made for expanded training and planned experiences in this area. References are included.

4795
Wittick, Mildred Letton. "Selected References on Elementary-School Instruction. The Subject Fields: Language Arts," Elementary School Journal, 64 (November 1963), 103-11.

Part II of a series of three lists on instruction in the elementary school is presented. References for foreign languages, the language arts, library programs, and the social studies are included. The annotated references are listed alphabetically by author in each area of coverage.

3921
Witty, Paul A. and Sizemore, Robert A. "Studies in Listening, I: Relative Values of Oral and Visual Presentations," Elementary English, XXXV (December 1958), 538-52.

Studies of the relative values of visual and oral presentation as avenues for learning published from 1894 to 1958 (Part I in a series of three articles on research in listening) are summarized in chronological order. Nine conclusions drawn from the studies surveyed are listed. A bibliography is given.

3922
Witty, Paul A. and Sizemore, Robert A. "Studies in Listening, II: Relative Values of Oral and Visual Presentations," Elementary English, XXXVI (January 1959), 59-70.

Twenty-three studies in listening, part 2 in a series on listening, published from 1897 to 1958 emphasizing the relative values of oral and visual presentation are summarized. Specific topics discussed are (1) the effectiveness of lecture presentation as compared with reading, (2) the value of oral presentations accompanying the seeing of movies, compared with reading the same stories or hearing them told, (3) the relative merits of oral versus written examinations, and (4) the relative effectiveness of oral versus visual presentation of advertising materials. Conclusions are drawn from the research in each of these four areas of listening.

3923
Witty, Paul A. and Sizemore, Robert A. "Studies in Listening, III: The Effectiveness of Visual and Auditory Presentations with Changes in Age and Grade Levels," Elementary English, XXXVI (February 1959), 130-40.

Investigations dealing with the effectiveness of auditory and visual presentations in association with changes in age and grade level, with the use of certain types of materials, with the difficulty of materials and the rate of presentation, with the effect of length of the presentation, and with the relative values of the readability formula in listening and in reading are summarized. It was concluded that any difference in learning efficiency may be traced not to the visual or to the auditory presentation, but to factors such as the difficulty or the nature of the materials to be learned, the way in which the material is presented, and its suitability in terms of the experience and interests of the groups studied. Apparently, most of the experiments on listening have failed to take into account the significance of the interest factor. Suggestions are made for further research. References are included.

4352
Wyatt, Nita. "A Study of the Relationship of Extensive Reading to Certain Writing Skills of a Selected Group of Sixth Grade Children," Kansas University Bulletin of Education, 16 (Fall 1961), 13-18.

A study was conducted to determine the relationship between the amount of voluntary reading done by a group of sixth graders and their abilities in writing skills (usage, spelling, capitalization, punctuation, vocabulary, and sentence structure). Subjects were 65 sixth-grade children divided into three groups--high, average, and low--of comparable intelligence, reading achievement, and chronological age. The amount of reading done by the subjects was determined through a questionnaire completed by the subjects and their parents and by records kept by the University of Kansas Extension Library. The subjects' writing skills were evaluated through an analysis of four original compositions written by each child (two based on vicarious experience, two on real experience). Rank order correlations were computed between writing factors and amount of reading for each group. A summary of the various writing skills exhibited by the subjects, a comparison of the two types of compositions written, and a discussion of correlations between the six writing factors and each of the three groups are given. No conclusive evidence that a significant relationship exists between amount of reading and abilities in writing is reported. The implications of the research for teachers are discussed. Tables and references are included.

5724
Wyatt, Nita Mae. "A Study of the Relationship of Extensive Reading to Certain Writing Skills of a Selected Group of Sixth Grade Children," Ed.D., University of Kansas, 1960. XXI, No. 9, 2643. (L. C. Card No. Mic 61-289, Microfilm $2.75; Xerography $7.20, 152 pages.)

The usage, spelling, capitalization, punctuation, vocabulary and sentence structure of four written compositions, questionnaire reports concerning the amount of reading done, and records of the Kansas Reading Program for Children were used to explore the relationship between amount of voluntary reading and ability in six facets of writing for high, middle and low intellectual ability sixth-graders. Rank order correlations between scores revealed no significant relationship between the variables of reading and writing. There appeared to be a direct relationship between intelligence and achievement on five of the six writing facets. A high degree of proficiency in one language area did not signify a high degree of proficiency in another area. Subjects who read well did not necessarily write well and vice-versa.

July 1, 1948 to June 30, 1949

2793
Anderson, Donald G. "Vocabulary Abilities and Group Status in the Sixth and Ninth Grades," Elementary English, XXV (December 1948), 506-13, 524.

Reviews related studies and reports results of an investigation involving 227 sixth-grade and 104 ninth-grade pupils which aimed to discover what relationships exist between certain vocabulary abilities and a pupil's group status or classroom popularity.

2794
Artley, A. Sterl. "General and Specific Factors in Reading Comprehension," Journal of Experimental Education, XVI (March 1948), 181-86.

Bases conclusions on data from 200 eleventh-grade pupils secured through a series of tests appraising achievement in general reading comprehension, certain aspects of reading comprehension in the social studies, and informational achievement in that field.

2804
Carlson, Thorsten R. "The Relationship Between Speed and Accuracy of Comprehension," Journal of Educational Research, XLII (March 1949), 500-12.

Presents results of a statistical analysis of the scores of 330 fifth-grade pupils on the Gates Silent Reading Tests and on specifically prepared tests to determine the relationship between speed and accuracy of comprehension as influenced by variations in intelligence, purposes for reading, difficulty of material read, continuity of context, etc.

2812
Dale, Edgar. "Bibliography of Vocabulary Studies," Bureau of Educational Research, Ohio State University, Columbus, Ohio, 1949, v + 101.

Presents 1855 references to research studies classified under 25 categories, including 710 more references than the 1939 bibliography under the same title by the same compiler.

2829
Gunzburg, Herbert C. "The Subnormal Boy and His Reading Interests," The Library Quarterly, XVIII (October 1948), 264-74.

Presents a descriptive analysis of answers of approximately thirty subnormal boys to a standard set of questions presented during the course of two terms of private reading.

2830
Harris, Chester W. "An Exploration of Language Skill Patterns," Journal of Educational Psychology, XXXIX (October 1948), 321-36.

Presents a series of intercorrelations based on responses of fifth-grade pupils to tests involving fifteen language skill variables to determine the application of factorial methods to the language arts field.

2837
Ludwig, Merritt C. "Hard Words and Human Interests. Their Effects on Readership," Journalism Quarterly, XXVI (June 1949), 167-71.

Presents results of a study to determine the effect on readership of changing the vocabulary difficulty and the Flesch human interest scores of newspaper articles.

2840
Maclatchy, Josephine and Wardwell, Frances. "Common Pre-Primer Words," Educational Research Bulletin, XXVII (November 10, 1948), 199-206, 226.

Summarizes a study of the frequency of occurrence of words in 42 pre-primers.

2860
Seegers, J. C. and Seashore, R. H. "How Large are Children's Vocabularies?" Elementary English XXVI (April 1949), 181-94.

Summarizes evidence from various sources in an effort to answer certain challenging questions concerning the size of children's vocabularies. Suggests problems meriting further study.

July 1, 1947 to June 30, 1948

2703
Andersen, Esther M. "A Study of Leisure-Time Reading of Pupils in Junior High School," Elementary School Journal, XLVIII (January 1948), 258-67.

Summarizes questionnaire returns from 686 seventh- and eighth-grade pupils to determine the number interested in leisure-time reading, types of books liked best, types of magazines most read, and parts of newspapers most widely read.

2704
Anderson, Irving H., and Meredith, Cameron W. "The Reading of Projected Books with Special Reference to Rate and Visual Fatigue," *Journal of Educational Research*, XLI (February 1948), 453-60.

Compares the rate and visual fatigue associated with microfilm reading and reading the book on which the microfilm was based, and the effect of the existence or absence of surrounding light on the readability of the projected image.

2711
Bullard, Lucile L. "Evaluating Clay Modeling as an Aid in Vocabulary Building in First Grade Reading," *Mississippi Educational Advance*, XXXIX (May 1948), 9-11.

Reports the results of a controlled experiment (two groups of 16 each) extending for six weeks to determine the value of the clay modeling of words as an aid in vocabulary building.

2721
Donahue, Edward F. "Leisure-Time Reading Interests of Catholic High School Boys," *Catholic Educational Review*, XLV (November 1947), 525-33.

Presents the results of a checklist survey of the reading interests of 625 boys in a Catholic private high school in New York City.

2741
Hildreth, Gertrude. "A Comparison of the Dale, Dolch and Rinsland Word Lists," *Journal of Educational Psychology*, XXXIX (January 1948), 40-46.

Points out overlappings in the lists and certain differences attributable to the nature of the lists and way in which the words were selected. Suggests practical uses of the combined lists.

2742
Hildreth, Gertrude. "Word Frequency as a Factor in Learning to Read and Spell," *Journal of Educational Research*, XLI (February 1948), 467-71.

Presents data concerning the relation between the number of different words in children's English writing vocabulary and their frequency of use based on a sampling of words from the Rinsland word lists. Discusses word frequency as a factor in learning to read and spell.

2743
Hildreth, Gertrude. "Interrelationships Among the Language Arts," *Elementary School Journal*, XLVIII (June 1948), 538-49.

Summarizes data from several investigations concerning the interdependence of reading and language, and discusses trends toward their unification in the curriculum and teaching.

2745
Huddleston, Martha. "Teen-Age Reading Habits," Wilson Library Bulletin, XXII (September 1947), 53-68.

Presents a list of the fifty most popular selections from among 600,000 books bought by 90,000 members of the teen-age book club.

2759
Minkler, Frederick. Voluntary Reading Interests in Canadian Elementary Schools, The Macmillan Company of Canada, Toronto, Ontario, 1946. viii + 106.

Bases conclusions on a questionnaire study among 5,000 children in grades 3 to 7 inclusive. Analyses data to determine sex differences and the influence of age and grade.

2766
Root, F. M., and Root, D. O. "Tachistoscopic Training in Schools," Visual Digest, XII (Spring 1948), 18-21.

Reports the effect of tachistoscopic training on 12 sixth-grade pupils who were slow, inadequate readers.

2776
Sperzel, Edith Z. "The Effect of Comic Books on Vocabulary Growth and Reading Comprehension," Elementary English, XXV (February 1948), 109-13.

Presents the results of an experiment to determine the effect of reading comic books in school upon growth in vocabulary and reading comprehension.

2780
Sterner, Alice P. "Radio, Motion Picture, and Reading Interests. A Study of High School Pupils," Teachers College Contributions to Education, No. 932, Teachers College, Columbia University, 1947, 102.

Presents detailed data from 372 high school pupils to discover whether it is the medium or the interest which has the greater attraction for the adolescent, and to determine the relationship of sex, grade, intelligence, and socio-economic status to youth's choices of media and interests.

2788
White, Verna. "Measuring Achievement in High-School English," School Review, LV (October 1947), 474-83.

Describes the derivation of a test of reading and interpretation of literature and discusses its validity through the use of the case study technique applied to twelfth-grade students in four classes.

2790
Wrightstone, J. Wayne. "Evaluating the Effectiveness of an Integrated Ninth Grade Curriculum," The Teachers College Journal, XIX (November 1947), 2-3, 12.

Compares the progress in speed of comprehension, level of comprehension, vocabulary and work study skills of ninth grade pupils following an integrated curriculum and those pursuing a conventional-type curriculum.

July 1, 1946 to June 30, 1947

2624
Anderson, W. E., and Crawley, S. L. "The Reading Interest of Negro High School Pupils," The Quarterly Review of Higher Education Among Negroes, XIII (January 1945), 5-11.

Presents the results of an inquiry among 347 pupils in grades 9 to 12, inclusive, using cumulative reading record cards and interest inventory forms, to determine the nature of the reading interests of the pupils and the level of reading difficulty of the materials selected.

2627
Berdie, Ralph F. "Range of Interests," Journal of Applied Psychology, XXIX (August 1945), 268-81.

Summarizes the responses of marine recruits to lists of interest items, including reading, presented orally and in writing, and discusses the relation of interests to such factors as age, amount of education, and adjustment status.

2635
Davis, Frederick B. "The Factorial Composition of Two Tests of Comprehension in Reading," Journal of Educational Psychology, XXXVII (November 1946), 481-86.

Presents correlation coefficients based on test scores from 689 eleventh and twelfth grade boys between word knowledge and reasoning in reading and fourteen items in a judgment and reasoning battery. Also, data on factorial composition of recognition-vocabulary items and inferences-in-reading items.

2637
Dorothy, Sister M., (O.P.) and Cecile, Sister Rita, (O.P.). "A Vocabulary Analysis of Recently Published Pre-Primers," *Journal of Educational Research*, XL (October 1946), 116-25.

Analyzes the vocabulary of twenty pre-primers and compares findings with those of previous studies to identify trends.

2638
Eames, Thomas H. "The Speed of Object Recognition and of Word Recognition in Groups of Passing and Failing Pupils," *The Journal of Educational Psychology*, XXXVIII (February 1947), 119-22.

Compares the speed of recognition of pictures of objects and familiar words known to be in the subjects' sight vocabulary in the ease of pupils from six to 13 years of age, 254 of whom were failing in reading or in subjects requiring reading, and 75 of whom were passing in all subjects.

2641
Fox, Maude Greene. "An Experiment in Promoting Interest in Reading," *The Elementary School Journal*, XLVII (April 1947), 451-60.

Presents evidence of the effect on number and range of reading interests of efforts to overcome deficiencies in reading and to awaken interest in reading among fourth and fifth grade pupils.

2654
Jenkinson, A. J. "What Do Boys and Girls Read?" *Contributions to Modern Education*, General Editor: Susan Isaacs, Methuen and Co., Ltd., London, 1946, x + 286.

Summarizes questionnaire returns from more than 3,000 boys and girls, aged 12 to 16, concerning their out-of-school reading (also private reading in school) of books, magazines, plays, poems, and cinema attendance.

2673
Norvell, George W. "Some Results of a Twelve-Year Study of Children's Reading Interests," *The English Journal*, XXXV (December 1946), 531-36.

Describes the general character and scope of a 12-year study of children's reading interests in New York state and presents findings concerning the order of preference of eight literary types.

2687
Strang, Ruth. "Reading Interests, 1946," The English Journal, XXXV (November 1946), 477-82.

Analyzes the responses of pupils in grades VII-XII in 30 schools to questions concerning their reading preferences to try to find out if high-school pupils give stereotyped replies.

2688
Sutherland, Jean. "The Relationship between Perceptual Span and Rate of Reading," The Journal of Educational Psychology, XXXVII (September 1946), 373-80.

Presents evidence from 125 university students concerning the degree of relationship between perceptual span and rate of reading and from 119 students concerning the effect of training in perceptual span on rate of reading and on rate of perception.

2696
Townsend, Agatha. "An Investigation of Certain Relationships of Spelling with Reading and Academic Aptitude," Journal of Educational Research, XL (February 1947), 465-71.

Presents data concerning the relationship between spelling, reading comprehension, vocabulary, and academic aptitude based on scores from approximately 200 pupils in grades III through XII.

July 1, 1945 to June 30, 1946

2551
Brown, Louise, Lauer, A. R., and Uhl, Edith. "A Study of the Improvement of Reading Rate and Comprehension," Proceedings of the Iowa Academy of Science for 1944, LI, 367-70.

Compares the progress in reading of students at Iowa State College as a result of instruction in reading during two one-hour periods a week for half a quarter.

2558
Friedman, Kopple C., and Marti, Viola A. "A Time Comprehension Test," Journal of Educational Research, XXXIX (September 1945), 62-68.

Describes a test designed to determine the general understanding of time ideas and concepts among 667 junior and senior high-school pupils and presents data showing the correlation of test scores with other factors.

2560
Gates, Arthur I., and Cason, Eloise Boeker. "An Evaluation of Tests for Diagnosis of Ability to Read by Phrases or Thought Units," Elementary School Journal, XLVI (September 1945), 23-32.

Compares the value of several methods of identifying the ability of third-grade pupils to recognize isolated phrases of two or more words at a glance.

2562
Gill, Lester N., and Gill, Myrtle Paine. "The Correlation of Reading Rate with Intelligence Scores of Grade School Children After Training in Phonics," Proceedings of the Iowa Academy of Science for 1944, LI, 377-81.

Presents data from pupils in grades III to VI, inclusive, showing the effect on reading ability of special training in phonics.

2572
Husband, John D. "A Technique for the Evaluation of Growth in Certain Affective Phases of Reading Among High-School Pupils," Journal of Educational Research, XXXIX (December 1945), 265-71.

Summarizes the results of studies to determine, on the basis of groups of characteristics present in varying degrees in all reading situations, the possibility of establishing norms and evaluating growth in reading interest and habits.

2577
Krawiec, T. S. "A Comparison of Learning and Retention of Materials Presented Visually and Auditorially," The Journal of General Psychology, XXXIV (April 1946), 179-95.

Compares the relative value of visual (Ranschburg apparatus) and auditory (phonograph discs) modes of presentation of four lists of 12 nonsense syllables and four lists of 20 three-letter monosyllabic nouns to 67 college students from the institutions, as determined by immediate and delayed recall.

2586
National Opinion Research Center. What ... Where ... Why ... Do People Read? National Opinion Research Center, The University of Denver, Denver, Colorado, 1946, 1-32.

Summarizes the Information Secured by Trained Interviewers from 2,114 adults in 17 cities concerning their reading interests and habits, the extent to which they use the public library, and related questions.

2592
Pulliam, R. A., and clinical assistants, Delta State Teachers College, Cleveland, Mississippi. "Indented Word Cards as a Sensori-Motor Aid in Vocabulary Development," Peabody Journal of Education, XXIII (July 1945), 38-42.

Reports the results of an experiment to evaluate tracing indented words on a prepared set of basic vocabulary cards as a technique of teaching new words.

2595
Renshaw, Samuel. "The Visual Perception and Reproduction of Forms by Tachistoscopic Methods," The Journal of Psychology, XX (October 1945), 217-32.

Presents data based on experiments with adult subjects showing the effect of tachistoscopic training on speed and comprehension in silent reading.

2598
Russell, David H. "Spelling Ability in Relation to Reading and Vocabulary Achievements," The Elementary English Review, XXIII (January 1946), 32-37.

Presents correlations between spelling ability, reading achievement, and meaning vocabulary as determined by tests given to 135 pupils ranging from low third to the high fifth grades.

2600
Seegers, J. Conrad. "Recent Research in Vocabulary Development," The Elementary English Review, XXIII (February 1946), 61-68.

Presents a review and a synthesis of selected studies dealing with the development of vocabulary, published or written, within the past five years.

2603
Stroud, J. B. "Rate of Visual Perception as a Factor in Rate of Reading," The Journal of Educational Psychology, XXXVI (November 1945), 487-98.

Bases conclusions upon scores made by 570 pupils in grades IV, V and VI on the Chapman-Cook Speed of Reading Test and on six tests of visual perception.

2617
Witty, Paul, Coomer, Ann, and MacBean, Dilla. "Children's Choices of Favorite Books. A Study Conducted in Ten Elementary Schools," The Journal of Educational Psychology, XXXVII (May 1946), 266-78.

Summarizes the responses of pupils concerning the stories they liked best (kindergarten and grades I-III) and the five books read and liked best during 1944-45 (grades IV-VIII).

2619
Zipf, George Kingsley. "The Meaning-Frequency Relationship of Words," The Journal of General Psychology, XXXIII (October 1945), 251-56.

Reports the relationship between the number of meanings of words and the frequency of occurrence of words as indicated by their placement on the Thorndike List of 20,000 Words.

July 1, 1944 to June 30, 1945

2480
Blommers, Paul and Lindquist, E. F. "Rate of Comprehension of Readings. Its Measurement and Its Relations to Comprehension," The Journal of Educational Psychology, XXXV (November 1944), 449-73.

Presents criteria of appropriateness of tests for a study of the relationship between rate and power of comprehension in reading and presents the results of tests given to 672 eleventh- and twelfth-grade pupils in four high schools.

2487
Davis, Frederick B. "Fundamental Factors of Comprehension in Reading," Psychometrika, IX (September 1944), 185-97.

Reports the basic skills involved in comprehension in reading, as revealed by an analysis of the literature of the field, and their relative importance, as revealed through the use of factorial analysis.

2513
Leavell, Ullin W. and Marcum, Dixie M. "Reading Recognition Vocabulary Test as Diagnostic Instrument," Peabody Journal of Education, XXII (November 1944), 157-69.

Presents a basic test of 300 words, showing the occurrence of each word in each of six related studies.

2517
Miles, Isadora W. "An Experiment in Vocabulary Building in a High School," School and Society, LXI (April 28, 1945), 285-86.

Summarizes the results of a controlled experiment with 50 10A pupils to discover to what extent the teaching of vocabulary by the direct method for one semester would affect the general vocabulary after a period of two and a half years.

2518
Morgan, C. L. and Bonham, D. N. "Difficulty of Vocabulary Learning as Affected by Parts of Speech," The Journal of Educational Psychology, XXXV (September 1944), 369-77.

Analyzes data from 148 seventh and eighth grade pupils to determine the extent to which words, as affected by their parts of speech, differ in learning difficulty, using words from the international language called Ru Ro.

2524
Rinsland, Henry D. A Basic Vocabulary of Elementary School Children, The Macmillan Company, New York, 1945, 1-636.

Presents a vocabulary of 14,571 words based on an analysis of two hundred thousand individual papers written by as many different pupils and showing frequency of use of each word and the hundred, five hundred and thousand word group to which it belongs.

2530
Thorndike, Edward L. and Lorge, Irving. The Teacher's Word Book of Thirty Thousand Words, Bureau of Publications, Teachers College, Columbia University, New York, 1944, xii + 274.

Extends the list of 20,000 words published in 1931 by including three additional counts of over four and one-half million words each.

2536
Traxler, Arthur E. "The Relationship Between Vocabulary and General Achievement in the Elementary School," The Elementary School Journal, XLV (February 1945), 331-33.

Presents conclusions based on scores made on the Stanford Achievement Test by almost 500 pupils in grades 4 to 8, inclusive.

2543
Wilson, Mary Caroline. "The Effect of Amplifying Material upon Comprehension," The Journal of Experimental Education, XIII (September 1944), 5-8.

Gives test data from 405 pupils in grades six and seven to determine the effect of amplification of general statements upon the reading comprehension of children in the intermediate grades.

July 1, 1943 to June 30, 1944

2422
Artley, A. Sterl. "A Study of Certain Relationships Existing Between General Reading Comprehension and Reading Comprehension in a Specific Subject-Matter Area," Journal of Educational Research, XXXVII (February 1944), 464-73.

Presents correlations based on records secured from 242 eleventh-grade pupils.

2423
Burton, Mary. "The Hearing and Reading Comprehension of Vocabulary Among High-School Seniors," The School Review, LII (January 1944), 47-50.

Presents data from 175 twelfth-grade pupils to determine if there was any difference between their reading and hearing comprehension as measured by a vocabulary test, and if there were sex differences in either ability.

2430
Gilbert, Luther C. and Gilbert, Doris Wilcox. "The Improvement of Spelling Through Reading," Journal of Educational Research, XXXVII (February 1944), 458-63.

Analyses eye-movement records of 23 upper-class college students while reading a simple prose passage in which certain critical words were imbedded.

2443
Kyte, George C. "A Core Vocabulary for the Primary Grades," The Elementary School Journal, XLIV (November 1943), 157-66.

Presents a core vocabulary of 100 words based on frequency of use in second grade written works. Shows also their frequency in primary reading materials, percentage of misspellings, and the nature and persistence of spelling difficulties.

2446
Lancour, Harold. "The Reading Interests and Habits of the Graduates of the Union Theological Seminary," The Library Quarterly, XIV (January 1944), 28-35.

Summarizes the questionnaire returns from 120 graduates of the Union Theological Seminary representing each class from 1900 to 1930.

2452
Lorge, Irving. "Word Lists as Background for Communication," Teachers College Record, XLV (May 1944), 543-52.

Discusses the significance of words as means of communication, basic considerations and limitations of frequency counts, and some of the problems involved in the study of word meanings.

2456
Morgan, C. L., and Bailey, Wilbert L. "The Effect of Context on Learning a Vocabulary," The Journal of Educational Psychology, XXXIV (December 1943), 561-65.

Reports the results of a controlled experiment involving two groups of 42 sophomore college students to determine the effect of context on learning an artificial vocabulary, the time required for the exercise, and the number of words looked up in the dictionary.

2463
Russell, David H. "A Diagnostic Study of Spelling Readiness," Journal of Educational Research, XXXVII (December 1943), 276-83.

Reports the progress in spelling of four second grade classes, two of which had received considerable instruction in phonics and two had received little such training in their primary reading program.

July 1, 1942 to June 30, 1943

2313
Artley, A. S. "The Appraisal of Reading Comprehension," Journal of Educational Psychology, XXXIV (January 1943), 55-60.

Reviews the findings of several investigators supporting the assumption that a pupil who comprehends well in one area of instruction may not comprehend so well in other areas.

2322
Cason, Eloise Boeker. "Mechanical Methods for Increasing the Speed of Reading," Contributions to Education, No. 878, Teachers College, Columbia University, New York, 1943, viii + 80.

Describes the methods and results of an experiment with two groups of third grade pupils to determine the effectiveness of mechanical methods (use of the metron-o-scope) for increasing speed of reading as compared with reading for content under conditions that might increase speed.

2323
Cole, Luella. *The Teacher's Handbook of Technical Vocabulary*, Public School Publishing Company, Bloomington, Illinois, 1940, 1-119.

Presents a brief review of previous studies of essential vocabulary, discusses the development of concepts among school children and the distribution of concept load over the school years, and lists essential vocabulary in thirteen school subjects.

2327
Cronbach, Lee J. "An Analysis of Techniques for Diagnostic Vocabulary Testing," *Journal of Educational Research*, XXXVI (November 1942), 206-17.

Discusses certain problems of diagnostic vocabulary testing, and evaluates the techniques available for this purpose on the basis of results of previous investigations and logical analyses of the test forms.

2328
Cronbach, Lee J. "Measuring Knowledge of Precise Word Meaning," *Journal of Educational Research*, XXXVI (March 1943), 528-34.

Proposes the multiple true-false form of test for measuring the degree of understanding of words, points out its advantages and limitations, and presents illustrative data from use of the test.

2329
Daniel, Walter Green. *The Reading Interests and Needs of Negro College Freshmen Regarding Social Science Materials*, Contributions to Education, No. 862, Teachers College, Columbia University, 1942, xii + 128.

Reports the results of research to determine the topics for which Negro college students express a reading preference and the topics concerning which they need to read.

2346
Gunderson, Agnes G. "Provision in Readers for Developing Meaning Vocabularies in Grades I, II, and III," *Elementary School Journal*, XLIII (September 1942), 41-46.

Analyses the vocabularies in reading materials for grades I, II, and III of ten series of readers to determine the provision made for extending and enriching the vocabulary of the primer and to determine the aids used in keeping alive a sensitiveness to the need for meaning.

2350
Hester, Kathleen B. "A Study of Phonetic Difficulties in Reading," *Elementary School Journal*, XLIII (November 1942), 171-73.

Reports the results of an analysis of the errors on the Durrell analysis of reading difficulties of 194 children admitted to the Reading Laboratory of the University of Pittsburgh.

2351
Hildreth, Gertrude. "All in Favor of a Low Vocabulary," Elementary School Journal, XLIII (April 1943), 462-70.

Reviews the arguments for lightened vocabularies in primary grade readers and reports the progress of various groups in rural and city schools using materials with low vocabularies.

2356
House, Ralph W. "An Experiment with the Webster Complete Symbolization," Journal of Experimental Education, XI (June 1943), 298-301.

Summarizes the results of a study in grades V-VIII to determine how successfully teachers who are not phonetically trained can help pupils master the use of a complete symbolization, as measured by an independent analysis of unfamiliar words.

2360
Jordan, A. M. "Children's Interests in Reading," The High School Journal, XXV (November-December 1942), 323-30.

Summarizes the findings of 15 articles published from 1935 through 1939.

2369
Lowi, Moritz. "Observations on Comprehending," American Journal of Psychology, LVI (January 1943), 129-33.

Analyses responses of 40 college women to five typewritten sentences of from three to seven words each.

2385
Polmantier, Paul C., and Gibson, Leonard J. "Reading Interests of Institutionalized Delinquent Boys," Journal of Exceptional Children, IX (February 1943), 135-38, 153-54.

Reports the book, magazine, story and magazine-article preferences of 258 delinquent boys ranging in age from 10 to 19 years.

2386
Riefling, Adeline Aldrich. "Report of Two Reading-English Classes," School Review, L (October 1942), 587-95.

Describes the procedures adopted and the results attained through special reading and English instruct on for those pupils in grades IX and X who were failing regular English classes.

2389
Sachs, H. J. "The Reading Method of Acquiring Vocabulary," Journal of Educational Research, XXXVI (February 1943), 457-64.

Analyzes the results of tests of the knowledge of 416 college freshmen of 25 words frequently used in their literature and life textbooks and draws inferences concerning the adequacy of the reading method of acquiring vocabulary.

2391
Schmidt, Bernardine G. "Reading Habits and Interests of Mentally Retarded Girls," Elementary English Review, XIX (December 1942), 273-81.

Summarizes various types of data concerning 116 girls between 13 and 18 years of age and varying in IQ's from 38 to 69, including their favorite reading interests and amount and kind of reading in a ten-weeks' period.

2393
Selke, Erich. "Word-Recognition Difficulties of Second Grade Pupils," Elementary English Review, XX (April 1943), 155-56.

Reports the results of a study to determine which words common to 15 or more primers caused the most difficulty to second grade pupils.

2395
Shannon, J. R., and Kittle, Marian A. "An Experiment in Teaching Vocabulary," Teachers College Journal, XIV (September 1942), 1-6, Indiana State Teachers College, Terre Haute, Indiana.

Reports the results of a controlled experiment with seven groups in grade eight to 12 to determine the relative effectiveness of seven different methods of teaching the meanings of words.

2405
Stroud, J. B., and Henderson, Margaret. "Rate of Reading and Learning by Reading," Journal of Educational Psychology, XXXIV (April 1943), 193-205.

Challenges the validity of previous studies of the relationship between speed and comprehension in reading. Presents the results of three experiments concerned with the relationship between rate of reading and learning efficiency.

2411
Thyng, Franc J. "They All Like to Read," *Seventh Bulletin of the Association for Arts in Childhood*, New York, 1943, 1-17.

Reports the results of a one-year study of the reading interests, experiences and needs of 163 11-and 12-year-old pupils.

2420
Witty, Paul, and Coomer, Anne. "Activities and Preferences of a Secondary-School Group," *Journal of Educational Psychology*, XXXIV (February 1943), 65-76.

Summarizes data from 480 pupils in grades IX to XII inclusive relative to their reading preferences.

July 1, 1941 to June 30, 1942

2206
Baranyai, Erzsebet I. "Relation of Comprehension to Technique in Reading," *Journal of Genetic Psychology*, LIX (September 1941), 3-26.

Presents data from 238 pupils pertaining to the relation between vision, recognition, and reproduction in the reading act and the extent to which comprehension influences technique in reading.

2207
Bear, Robert M., and Odbert, Henry S. "Insight of Older Pupils Into Their Knowledge of Word Meanings," *School Review*, XLIX (December 1941), 754-60.

Presents evidence showing that college freshmen do not recognize clearly the extent to which their knowledge of word meanings is incomplete or faulty.

2208
Bell, Harry. "Comprehension in Silent Reading," *British Journal of Educational Psychology*, XII (February 1942), 47-55.

Analyzes the results of two silent reading tests given to 77 pupils in the fourth year of a Scottish secondary school to identify some of the factors involved in comprehension.

2209
Broom, M. E. "Improvement of Reading Mechanics," *Texas Outlook*, XXIV (May 1940), 29.

Reports the effects of the use of the metronoscope for five months on speed and comprehension and the eye-movement habits of 189 pupils in the fifth and sixth grades, including a few retarded readers in grades 3, 4, 7, and 8.

2210
Broom, M. E. "An Experimental Study of Methods for Improving Reading Mechanics in Upper Elementary Grades," El Paso Schools Standard, XVIII (October 1940), 23-29.

Reports the results of an experiment with 24 pupils in each half grade (4H through 6H) in two schools to determine the effect of the use of the metronoscope on speed, comprehension, and eye-movement habits.

2211
Brownell, William A. "Current Practices with Respect to Phonetic Analysis in the Primary Grades," Elementary School Journal, XLII (November 1941), 195-206.

Summarizes the responses of 627 teachers of grades I, II, and III representing 13 states and 26 school systems on check lists which aimed to determine the extent to which specific activities in teaching phonics are stressed.

2213
Cole, Doris M. "Bad Boys and Their Books," Wilson Library Bulletin, XVI (March 1942), 532-36, 543.

Compares in respect to intelligence, school grades, and social adjustment 30 high school pupils who read books voluntarily with 30 who did not. Includes case studies of both readers and non-readers.

2215
Cornell, Ethel L. "The Voluntary Reading of High School Pupils," ALA Bulletin, XXXV (May 1941), 295-300.

Analyzes the voluntary reading records of 135 pupils (58 boys and 77 girls) secured during a three-month period by eight public and 21 school libraries.

2230
Hampel, Margaret. "Unpublished Studies in Elementary School English, 1941," Elementary English Review, XVIII (November 1941), 255-62, XVIII (December 1941), 300-05, XIX (January 1942), 23-28.

Presents abstracts of unpublished studies relating to various aspects of the language arts including reading.

2231
Harlow, Bruce. "Are the Heaviest Readers the Best Students?" Wilson Library Bulletin, XVI (March 1942), 537-38, 543.

Compares the number of books read during a semester by 767 students with their grade point scores. Also compares the grade point scores of students withdrawing no books for home study.

2233
Hartmann, George W. "A Critique of the Common Method of Estimating Vocabulary Size, Together with Some Data on the Absolute Word Knowledge of Educated Adults," Journal of Educational Psychology, XXXII (May 1941), 351-58.

Summarizes data secured to test the hypothesis that the nature of the sampling from different sources is responsible for gross differences among groups in estimating vocabulary size.

2234
House, Ralph W. "The Effect of a Program of Initial Instruction on the Pronunciation Skills at the Fourth-Grade Level as Evidenced in Skills Growth," Journal of Experimental Education, X (September 1941), 54-56.

Reports how successfully 164 fourth-grade pupils had mastered the use of a complete symbolization, as measured by independent analysis of unfamiliar words, following a controlled experience with a specific form of instructional material.

2235
Humphreys, Phila. "The Reading Interests and Habits of Six Hundred Children in the Intermediate Grades," Language Arts in the Elementary School, 421-28. Twentieth Yearbook of the Department of Elementary School Principals. Bulletin of the Department of Elementary School Principals, Vol. XX, No. 6., Washington. Department of Elementary School Principals of the National Education Association, 1941.

Summarizes evidence relative to the improvement of leisure reading among intermediate grade pupils as a result of the gradual increase in the variety of recreational reading materials.

2254
Meyers, Vest Cleveland. "Seventh Grade Free Reading. Its Relation to Certain Personal and Environmental Factors," Doctor's Dissertation, University of Michigan, 1940, x + 149.

Presents the results of an elaborate study of the relationship of the time spent in free reading by a representative group of seventh-grade children to certain personal and environmental factors.

2258
Nemec, Lois G., and Losinski, Blanche. "A Study of the Difficulty of Dolch Basic Sight Vocabulary in the Second and Third Grades of the Rural Schools in 22 Counties of the State of Wisconsin," Journal of Educational Research, XXXV (November 1941), 208-17.

Describes the Dolch Basic Vocabulary List and summarizes the results of giving the list to 2,749 second grade and 3,222 third grade pupils in 1,252 rural schools.

2271
Russell, David H. "Voluntary Reading and Academic Achievements in Two Canadian High Schools," School Review, L (February 1942), 112-20.

Compares the voluntary reading and homework of approximately 130 boys and 160 girls in grades IX and X with their school marks.

2272
Simpson, Ray H. "Further Analysis of the Results of Speed Drills with the Metronoscope," Journal of Educational Psychology, XXXII (May 1941), 386-88.

Reviews the results of an experiment by Garver and Mathews and raises questions which emphasize the need for great care in setting up such experiments and in presenting and interpreting the findings.

2274
Smith, Mary Katherine. "Measurement of the Size of General English Vocabulary Through the Elementary Grades and High School," Genetic Psychology Monographs, XXIV (November 1941), 313-45.

Reports the results of the English recognition vocabulary test given from the first grade through high school in two schools and through the first eight grades in a third school.

2276
Spache, George. "Deriving Comprehension, Rate, and Accuracy of Reading Norms for A Short Form of the Metropolitan Achievement Reading Test," Journal of Educational Psychology, XXXII (May 1941), 359-64.

Presents evidence concerning the validity of a short form of the Metropolitan Achievement Reading Test, Grades IV Through VI, and considers the possibility of predicting probable grade scores on the whole test from raw scores on the short form.

2278
Stauffer, Russell G. "A Study of Prefixes in the Thorndike List to Establish a List of Prefixes that Should be Taught in the Elementary School," Journal of Educational Research, XXXV (February 1942), 453-58.

Reports the result of a study of the Thorndike List of Twenty Thousand Words to determine the number and frequency of the prefixes involved.

2281
Stone, Clarence R. Stone's Graded Vocabulary for Primary Reading, Webster Publishing Co., St. Louis, Missouri, 1941, 1-30.

Presents a graded vocabulary for the primary grades based upon an analysis of the words appearing most widely in 105 pre-primers, primers, first readers, second readers, and third readers.

2282
Stone, Clarence R. "A Vocabulary Study Based on 107 Primary-Grade Books," Elementary School Journal, XLII (February 1942), 452-55.

Presents an up-to-date graded vocabulary in primary reading, in which the words appearing most widely are graded on the basis of their use as new words in series of readers.

2288
Thorndike, E. L. The Teaching of English Suffixes, Teachers College Contributions to Education No. 847, Teachers College, Columbia University, New York, 1941, 1-82.

Lists the different meanings of all important English suffixes, together with the frequency of each. Discusses the general problem involved in teaching pupils to understand and use suffixes.

2290
Thurston, Mary Ethel. "Teaching English to High-School Children with Elementary-School Reading Ability," School Review, L (June 1942), 423-31.

Presents the results of a study of the reading achievement of 700 pupils previous to high school entrances. Describes the methods adopted and the progress of 130 pupils who ranked below seventh grade level on the tests.

2309
Zeller, Dale. The Relative Importance of Factors of Interest in Reading Materials for Junior High School Pupils, Teachers College Contributions to Education, No. 841, Teachers College, Columbia University, New York, 1941, viii + 90.

Presents evidence concerning the relative influence of factors of interest in determining the reading preferences of junior high school pupils. Develops equations for predicting the interest appeal of reading materials for boys and girls.

July 1, 1940 to June 30, 1941

2089
Addy, Martha L. "Development of a Meaning Vocabulary in the Intermediate Grades," Elementary English Review, XVIII (January 1941), 22-26, 30.

Summarizes responses from 250 elementary schools in teachers colleges concerning the selection of words for vocabulary development, the techniques of teaching word meanings, and types of lessons to fix meanings.

2096
Bernard, Harold W. "An Experiment in Vocabulary Building," School and Society, LIII (June 7, 1941), 742-43.

Reports the results of a controlled experiment involving 98 college students to determine the value of specific attention to meaning vocabulary.

2097
Blair, Glenn Myers. "The One Hundred Books Most Enjoyed by Retarded Readers in Senior High Schools," English Journal, XXX (January 1941), 42-47.

Summarizes reports from 379 schools relative to the books most enjoyed by retarded readers and the textbooks and workbooks referred to most frequently.

2099
Blair, Glenn Meyers. "An Experiment in Vocabulary Building," Journal of Higher Education, XII (February 1941), 99-101.

Describes the procedures adopted in improving the meaning vocabulary of 101 college juniors and seniors and compares their progress during a semester with that of a control group on the vocabulary section of the Nelson-Denny Reading Test.

2103
Bradley, Martha H., Cahill, Loretta A., and Tate, Harry L. "Acquisition of a Reading Vocabulary," Elementary English Review, XVIII (January 1941), 19-21, 32.

Summarizes the results of controlled experiments in the fifth and eighth grades to determine the effect on vocabulary building of (A) clarifying the meanings of words, and (B) using words in oral sentences.

2104
Brink, William, Garfield, Sol, and Witty, Paul. "The Reading Interests of Negro High School Students," Educational Administration and Supervision, XXVI (November 1940), 607-13.

Summarizes the entries on interest inventories relative to book and magazine reading filled out by 989 Negro pupils in grades IX to XII of a large high school in the Chicago area.

2106
Broom, M. E. "A Study of Race and Sex Differences in Reading Comprehension," Journal of Educational Research, XXXIV (April 1941), 587-93.

Analyzes and interprets reading test scores secured from 9,276 pupils in grades V to VIII to determine the need for different curricula and teaching methods to provide for race and sex differences in reading comprehension.

2109
Carroll, J. B. "Knowledge of English Roots and Affixes as Related to Vocabulary and Latin Study," Journal of Educational Research, XXXIV (October 1940), 102-11.

Describes the derivation and reliability of a test of ability to recognize morphemes and their meanings. Reports data on the relationship between knowledge of morphemes, vocabulary development, and latin study.

2124
Fee, Mary. "Functional Grammar and Its Relation to Correct English Usage," Abstracts of Doctoral Dissertations in Education, 3-14. University of Kansas, Lawrence, Kansas, 1941. Kansas Studies in Education, University of Kansas Publications, Vol. II, No. 6.

Presents evidence from 292 tenth-grade pupils concerning the relationships of reading skill, general mental ability, and cultural background to (1) a knowledge of functional grammatical principles, (2) the ability to recognize and correct errors in sentences, and (3) accuracy in the free writing of letters and compositions.

2131
Goldstein, Harry. Reading and Listening Comprehension at Various Controlled Rates, Teachers College Contributions to Education, No. 821, Teachers College, Columbia University, New York, 1940, iv + 70.

Compares reading and listening comprehension at various rates of presentation, using 280 adult subjects ranging from 18 to 65 years in age, and representing a cross-section of adult population in intelligence, educational achievement, and cultural background.

2141
House, Ralph W. "The Efficiency of a Program of Initial Instruction on the Pronunciation Skills at the Fourth-Grade Level as Evidenced in Skills Growth," An Abstract of a Dissertation Submitted in Partial Fulfillment of the Ed.D. Degree at Pennsylvania State College, June 1940, Ann Arbor, Michigan. University Microfilms, 1941.

Presents data secured in a controlled experiment to determine how successfully fourth-grade pupils can master the use of a complete symbolization, as measured by independent analysis of unfamiliar words.

2142
Johnson, Donald M., and Reynolds, Floyd. "A Factor Analysis of Verbal Ability," The Psychological Record, IV (January 1941), 183-95.

Reports correlations between the results of 10 reading and vocabulary tests given to 120 summer school students.

2146
Langston, Roderick G. "A Core Vocabulary for Pre-Primer Reading," Elementary School Journal, XLI (June 1941), 766-73.

Presents the results of an analysis of 12 pre-primers including an alphabetical list of 306 frequently used words, also a core list of the 79 most frequently used words as reported in three pre-primer vocabulary studies.

2149
Lovell, George D. "Interrelations of Vocabulary Skills. Commonest Versus Multiple Meanings," Journal of Educational Psychology, XXXII (January 1941), 67-72.

Presents data from 82 students in two universities showing interrelations of the knowledge of a single commonest meaning of a word and additional knowledge of the multiple meanings of the same word.

2154
McClusky, H. Y. "An Experimental Comparison of Reading the Original and Digest Versions of an Article," Journal of Educational Psychology, XXXI (November 1940), 603-15.

Compares the comprehension of 34 pairs of college students, one group reading the original version of an article and the other a digest version of the same article.

2157
Moreland, George B., Jr. "What Young People Want to Read About," Library Quarterly, X (October 1940), 469-93.

Summarizes information from more than 800 high-school and junior-college students, secured through the use of a check list containing 117 topics.

2166
Peake, Nellie L. "Relation Between Spelling Ability and Reading Ability," Journal of Experimental Education, IX (December 1940), 192-93.

Reports the correlation between achievement in reading and spelling in the case of 355 pupils in grades IV to VIII inclusive.

2168
Phelan, Sister Mary Benedict, B.V.M. Visual Perception in Relation to Variance in Reading and Spelling, Catholic University of America Educational Research Monographs, Vol. XII, No. 3, Catholic Education Press, Washington, 1940, 1-48.

Reports the results of a comparative study of the results of tests administered to 460 fourth and fifth grade pupils that purport to measure perceptual, cognitive memory, reading ability and spelling ability.

2172
Robinson, Francis P. "Speed Versus Comprehension in Reading--a Discussion," Journal of Educational Psychology, XXXI (October 1940), 554-60.

Presents an analysis and criticism of previously published conclusions of M. A. Tinker to the effect that the relation between speed and comprehension is greatest in reading material very easy to comprehend. A reply by Dr. Tinker follows the article.

2175
Sanderson, Marion. "An Experiment in the Development of Meaning Vocabularies," Studies and Summaries, Manitowoc Public Schools, Manitowoc, Wisconsin, prepared by Hugh S. Bonar, 1941, 31-35.

Presents the results of an experiment with fifth-grade pupils ranging in IQ from 77 to 121 to determine the effect, as measured by a vocabulary power test, of direct instruction on selected lists of words.

2181
Smith, Dora V. Evaluating Instruction in English in the Elementary Schools of New York, A Report of the Regents' Inquiry into the Character and Cost of Public Education in New York State. Eighth Research Bulletin of the National Conference on Research in English, Scott, Foresman and Co., Chicago, 1941, 1-96.

Presents findings and conclusions of a survey of English at all levels as part of the general study of elementary education in New York State.

2182
Spache, George. "Characteristic Errors of Good and Poor Spellers," Journal of Educational Research, XXXIV (November 1940), 182-89.

Presents an analysis of the errors of 25 average and 25 poor spellers in grades III to V which shows close correspondence between problems in teaching spelling, and basic habits of word recognition.

2186
Stone, Clarence R. "The Vocabularies of Twenty PrePrimers," Elementary School Journal, XLI (February 1941), 423-29.

Analyzes the vocabularies of 20 preprimers. Identifies the 100 words most frequently used. Compares the use of these words in the different preprimers.

2189
Thorndike, Robert L. Children's Reading Interests, Teachers College, Columbia University, New York, 1941, vi + 48.

Presents the results of a study of reading interests among children in grades IV to XII inclusive through the use of a questionnaire relating to fictitious titles.

2190
Tinker, Miles A. "Dr. Robinson on Speed Versus Comprehension in Reading. A Discussion," Journal of Educational Psychology, XXXI (October 1940), 559-60.

Analyzes Robinson's criticisms of Tinker's discussion of the relationship between speed and comprehension to determine if they are based on misinterpretation or divergence in viewpoints.

2191
Tinker, Miles A., Hackner, Florence, and Wesley, Marion W. "Speed and Quality of Association as a Measure of Vocabulary Knowledge," *Journal of Educational Psychology*, XXXI (November 1940), 575-82.

Reports the results of experiments among college students to determine the relationship between (1) speed of association and vocabulary knowledge, and (2) quality of association and vocabulary knowledge.

2197
Wilson, Frank T. "Reading Interests of Young Children," *Journal of Genetic Psychology*, LVIII (June 1941), 363-89.

Summarizes 152 reports from parents concerning the reading interests in kindergarten, first and second grade pupils in the model school of Hunter College, New York City.

July 1, 1939 to June 30, 1940

1976
Booth, Helen. "An Experiment in Leisure Reading at Prospect Junior High School," *Pittsburgh Schools*, XIII (May-June, 1939), 141-48.

Reports data concerning the effect of wide reading of good stories on attitude toward and rate of reading of a seventh-grade class of superior ability.

1978
Brink, William G. "Reading Interests of High-School Pupils," *School Review*, XLVII (October 1939), 613-21.

Summarizes data secured from 1,532 pupils in several high schools in Chicago, showing types of books read and the books read most frequently.

1984
Cole, Luella. *The Teacher's Handbook of Technical Vocabulary*, Public School Publishing Co., Bloomington, Illinois, 1940, 1-120.

Reviews the results of studies relating to the essential vocabulary of school subjects, growth rates in acquiring special vocabularies, the distribution of vocabulary load among the grades, and the relation of technical to general vocabulary. Lists essential elementary ideas in 13 school subjects.

1994
Fielstra, Clarence, and Curtis, Francis D. "A Comparison of the Thorndike Word Lists," Journal of Educational Psychology, XXX (September 1939), 445-52.

Presents the results of a detailed comparison of the two Thorndike Lists, the Ten-Thousand Word List and the Twenty-Thousand Word List.

1995
Foster, R. A., and Hampel, Margaret. "Unpublished Studies in Elementary School English," Elementary English Review, XVII (March, May, October, November, 1940), 117-22, 194-98, 240-45, 290-92.

Includes bibliographical references to 64 studies many of which relate to reading and illuminating abstracts of a large proportion of them.

1997
Fries, Charles C., and Traver, A. Aileen. English Word Lists. A Study of Their Adaptability for Instruction, prepared for the Committee on Modern Languages for the American Council on Education, Washington, 1940, x + 110.

Reports the results of a critical study of English word lists that have been published to determine the basis of selection, the relationship between the lists, and their validity for use in teaching a foreign language.

1998
Gans, Roma. A Study of Critical Reading Comprehension in the Intermediate Grades, Teachers College Contributions to Education, No. 811, Columbia University, New York, 1940, vi + 136.

Reports the findings and conclusions of a detailed study among 417 fourth, fifth and sixth grade pupils to determine the components of ability to engage effectively in reference reading from a variety of content.

2010
Greene, Edward B. "Vocabulary Profiles of Groups in Training," Journal of Educational Research, XXXIII (April 1940), 569-75.

Analyzes the scores on the Michigan Vocabulary Profile Test of approximately 2,000 students representing different groupings and professional interest to identify group tendencies and differences.

2012
Heller, Frieda M. "Free Reading in the Junior High School," *Educational Research Bulletin*, XIX (April 10, 1940), 217-22, 243-44.

Analyzes the reading done by pupils in a school program that encouraged wide reading to determine the intersts and needs of the pupils and the effect of the program on reading tastes and standards.

2015
Hockett, John A. and Forry, Kenneth M. "Interests in Reading Expressed by Pupils in Grades Three to Seven," *Children's Interests*, Twelfth Yearbook of the California Elementary School Principals' Association, Oakland, California (Sarah L. Young, c/o Parker School), 1940, 89-95.

Summarizes the reactions of 811 pupils in grades III to VII to a list of suggested topics compiled from a list of basic and supplementary readers.

2019
Labrant, Lou L., and Heller, Frieda M. *An Evaluation of Free Reading in Grades Seven to Twelve, Inclusive*, Ohio State University Studies, Graduate School Series, Contributions in Education, No. 4, Columbus, Ohio, Ohio State University Press, 1939, x + 158.

Evaluates certain aspects of the free-reading program in grades seven to twelve at the Ohio State University School by analyzing the books and subject matter read. Presents implications of the findings in respect to growth and interests.

2020
Larsen, Robert P., and Feder, D. D. "Common and Differential Factors in Reading and Hearing Comprehension," *Journal of Educational Psychology*, XXXI (April 1940), 241-52.

Summarizes and interprets data from 151 university freshmen to determine (1) the relative effectiveness of hearing and listening comprehension, and (2) the factors involved.

2058
Seegers, J. C. "Vocabulary Problems in the Elementary School," *Elementary English Review*, XVI (October, November, December 1939, January 1940), 234-39, 279-82, 320-26, 28-43.

Summarizes the results of research relating to vocabulary at the elementary-school level. Indicates the areas in which additional research is needed.

2063
Spache, George. "The Role of Visual Defects in Spelling and Reading Disabilities," *American Journal of Orthopsychiatry*, X (April 1940), 229-38.

Reviews evidence concerning the relation of visual defects to reading efficiency, with special emphasis on visual acuity, refractive errors, eye-muscle imbalance, interpupillary distance, stereopsis and binocular coordination, aniseikonia, and visual field.

2067
Tate, Harry L., Herbert, Theresa M., and Zeman, Josephine K. "Nonphonic Primary Reading," *Elementary School Journal*, XL (March 1940), 529-37.

Presents the results of a controlled experiment extending over a period of two years to determine the effect on primary reading of the total non-use of phonics. Also compares the effect of nonphonic, incidental phonic, and formal phonic methods.

2069
Tharp, James B. "The Measurement of Vocabulary Difficulty," *Modern Language Journal*, XXIV (December 1939), 169-78.

Discusses critically six studies of vocabulary measurement and presents data to show the application of a proposed index of difficulty, obtained by combining the two factors of density and frequency.

2070
Thorndike, Robert L., and Henry, Florence. "Differences in Reading Interests Related to Differences in Sex and Intelligence Level," *Elementary School Journal*, XL (June 1940), 751-63.

Compares the responses to a reading-interest questionnaire given to 101 rapid learners and 107 slow learners in grades VI, VII, and VIII.

2071
Tiffin, Joseph and McKinnis, Mary. "Phonic Ability. Its Measurement and Relation to Reading Ability," *School and Society*, LI (February 10, 1940), 190-92.

Summarizes the findings of a study among 155 pupils in grades V to VIII to determine whether, and to what extent, phonic ability, as measured by a reliable instrument, is related to reading ability as measured by certain standardized reading tests.

2085
Wolfson, Harry. "A Survey of Reading Interests in a Vocational School for Boys," *High Points*, XXI (December 1939), 60-63.

Summarizes records of free reading of over 1,000 pupils during the period of a semester.

July 1, 1938 to June 30, 1939

1842
Agnew, Donald C. The Effect of Varied Amounts of Phonetic Training on Primary Reading, Duke University Research Studies in Education, No. 5, Duke University Press, Durham, North Carolina, 1939, viii + 50.

Summarizes results of studies in third-grade classes to determine effects of phonetic and non-phonetic reading instruction on speed and comprehension in silent reading, on speed and accuracy in oral reading, on eye-voice span, and on reading vocabulary.

1851
Betts, Emmett Albert. "A Study of the Vocabularies of First Grade Basal Readers," Elementary English Review, XVI (February 1939), 65-69, 73.

Reports procedures and findings of a vocabulary analysis of 13 series of preprimers, primers, and first readers published since 1932.

1861
Curtis, H. A. "Wide Reading for Beginners," Journal of Educational Research, XXXII (December 1938), 255-62.

Presents a core vocabulary of 72 words constituting 76 percent of the total running words of 10 preprimer reading programs. Recommends order in which books can be read to advantage.

1873
Eberhart, Wilfred. "Evaluating the Leisure Reading of High-School Pupils," School Review, XLVII (April 1939), 257-69.

Makes use of the cumulative-record technique of evaluating leisure reading to secure data on trends in amount of reading, types of books read, and types of non-fiction preferred by several hundred pupils in grades VII to XI.

1876
Erickson, Marion Ihrig. "Developing Reading Tastes in Magazine Literature," Elementary English Review, XVI (January 1939), 10-14.

Presents the outcomes of an experiment designed to improve the reading tastes and habits of 35 sixth-grade children.

1880
Flanagan, John C. "A Study of the Effect on Comprehension of Varying Speeds of Reading," Research on the Foundations of American Education, 47-50, Official Report of the American Educational Research Association, Washington, 1939.

Summarizes and interprets the results obtained by training about 300 twelfth grade pupils to read and sense questions about certain rather difficult literary selections at three different rates.

1883
Gates, Arthur I., Bond, Guy L., and Russell, David H. "Relative Meaning and Pronunciation Difficulties of the Thorndike 20,000 Words," Journal of Educational Research, XXXII (November 1938), 161-67.

Presents findings of a study of 600 children in grades 2B to 6A, inclusive, to determine ability to recognize, pronounce, and give meanings of 30 words from each of the successive thousands of the Thorndike List.

1884
Gates, Arthur I., and Russell, David H. "Types of Materials, Vocabulary Burden, Word Analysis, and Other Factors in Beginning Reading, I and II," Elementary School Journal, XXXIX (September and October, 1938), 27-35, 119-28.

Summarizes the results of a controlled experiment, including 354 first-grade pupils, to ascertain (1) the effects of using a large amount of workbook material in addition to that accompanying the basic primer used, (2) results of using material having vocabulary closely restricted to that of the basal reader as compared with use of material not so limited, and (3) results produced by varying amounts and kinds of phonic activities and word analysis.

1889
Greene, Edward B. "Michigan Vocabulary Profile," Journal of Higher Education, IX (October 1938), 383-89.

Describes the requisites of a consistent and accurate instrument for measuring meaning vocabulary, the steps taken in developing the Michigan Vocabulary Profile, and norms for the ninth, twelfth, and fourteenth grades.

1890
Gunderson, Agnes G. "Simplified Phonics," Elementary School Journal, XXXIX (April 1939), 593-603.

Summarizes evidence and opinions regarding value of phonics, and presents data regarding the phonogram load found in 10 primary reading manuals, with discussion of possibilities for simplification.

1893
Hebel, Elizabeth Eloise. "A Review of Studies of Reading Vocabulary," Newer Practices in Reading in the Elementary School, 328-37. Seventeenth Yearbook of the Department of Elementary School Principals, Vol. XVII, No. 7, Department of Elementary School Principals of the National Education Association, Washington, 1938.

Summarizes major findings of studies of reading vocabulary published during the years 1918-36. Includes an annotated bibliography of twenty-three items.

1894
Herbers, Sister M. Benigna. "Comprehension Difficulties in a Third Grade Reader," Elementary English Review, XVI (February 1939), 53-57.

Describes comprehension difficulties of 30 third-grade pupils as shown by inadequacies and inconsistencies in responses to tests based on their reader.

1896
Hockett, John A. "The Vocabularies of Recent Primers and First Readers," Elementary School Journal, XXXIX (October 1938), 112-15.

Presents data on vocabularies of six primers and six first readers published since 1935.

1898
Houston, Harry. "Manuscript Writing and Progress in Reading," Elementary School Journal, XXXIX (October 1938), 116-18.

Presents evidence on relative merits of manuscript and cursive writing based on the reading progress of 62 first-grade pupils.

1907
Kramer, Sister M. Immaculata, O.S.B. "The Reading Preferences of Elementary and High School Pupils," Catholic Educational Review, XXVII (May 1939), 310-25.

Summarizes studies of reading interests at elementary and secondary levels. Points out contributions relating to methods of developing ability to choose and use books.

1920
McNeil, Mellicent. "Readings in Freshman Composition," *English Journal*, (College Edition), XXVII (November 1938), 766-70.

Presents data on the improvement in reading of 290 teachers college freshmen enrolled in an English course stressing reading interests and skills.

1931
Rosenbaum, Hortense L. "The Motivation of Library Reading Through Conference Periods," *Educational News Bulletin*, IX (February 1939), 71-74. Western State Teachers College, Kalamazoo, Michigan.

Compares the number of books read by a control group and by a fourth-grade group which participated one day each week in a conference group on library reading.

1932
Rothney, John W. M., and McCaul, Robert L. "Reading Preferences of High-School Boys," *English Journal*, XXVII (October 1938), 650-60.

Analyzes choices of 306 eleventh-grade college-preparatory boys recorded on a reading inventory listing various types of books, magazines, newspaper selections, and particular topics or fields.

1934
Seegers, J. Conrad (Chairman). *Vocabulary Problems in the Elementary School*, Prepared by a Committee of the National Conference on Research in English, Scott, Foresman and Co., Chicago, 1939, 1-60. See Also: *Elementary English Review* XVI (April, May, 1939), 157-66.

Presents the results of a survey of research relating to elementary school vocabulary, indicates the areas in which there are authentic findings, and points out areas in which fuller research is needed.

1936
Sims, Ruth L. "Concept Analysis of Primers and Pre-Primers," *Elementary English Review*, XV (December 1938), 302-05.

Reports the concepts represented by the vocabularies of seven pre-primers and six primers.

1940
Spache, George. "A Phonics Manual for Primary and Remedial Teachers," *Elementary English Review*, XVI (April and May 1939), 147-50, 156, 191-98.

Reviews and interprets the literature on phonics teaching, stressing its purposes, extent, results, arguments against it, where and how to teach it, and what phonic symbols to teach.

1942
Stone, Clarence R. "Most Important One Hundred Fifty Words for Beginning Reading," Educational Method, XVIII (January 1939), 192-95.

Gives number of new words belonging to each of 8 difficulty levels categorically determined for the first three readers. Ranks 150 words chosen as most usable for the earliest two stages.

1947
Tate, Harry L. "Two Experiments in Reading-Vocabulary Building," Modern Language Journal, XXIII (December 1938), 214-18.

Summarizes results of experiments to determine what effect an understanding of root words has upon reading-vocabulary building in grade 8B and the effect of listing words derived from the same roots without knowing what the root words are in grade 6B.

1951
Tinker, Miles A. "Speed Versus Comprehension in Reading as Affected by Level of Difficulty," Journal of Educational Psychology, XXX (February 1939), 81-94.

Reports experimentation involving over 600 university students to determine relationships between rate of comprehension and comprehension, measured on materials (1) identical or closely similar, and (2) varying in difficulty.

1956
Turrentine, Louise G. "Recent Trends in the Field of Phonics," Texas Outlook, XXIII (January 1939), 49-50.

Gives a brief summary of some of the studies and expert opinions published the past few years dealing with the value of phonics. Presents data on mental age and phonic achievement.

1957
Rinsland, Henry D. "Vocabulary of Elementary Pupils," Journal of Educational Research, XXXII (October 1938), 157-60.

Describes an elaborate investigation in the field of children's vocabularies made under the direction of Henry D. Rinsland, University of Oklahoma, and summarizes certain findings.

1746
Berglund, Albert O. "A Reading Vocabulary for the Fourth Grade," Journal of Educational Research, XXXI (November 1937), 172-80.

Discusses the need for more adequate vocabulary lists and reports the methods used and samples of the results obtained in an analysis of six basal readers, five books of fiction, four social-science textbooks, and one arithmetic.

1748
Boney, C. Dewitt. "Basal Readers," Elementary English Review, XV (April 1938), 133-37.

Challenges the place accorded basal readers in the teaching of reading. A second report which summarizes evidence concerning the practices in different cities and the achievement of pupils in schools not using basal readers.

1753
Dolch, E. W. "Phonics and Polysyllables," Elementary English Review, XV (April 1938), 120-24.

Presents data concerning the extent to which commonly taught phonograms are found as syllables or parts of syllables in polysyllabic words.

1754
Dolch, E. W., and Bloomster, Maurine. "Phonic Readiness," Elementary School Journal, XXXVIII (November 1937), 201-05.

Presents correlations between mental age and phonic achievement of 115 pupils in grades I and II.

1755
Durrell, Donald D., and Sullivan, Helen Blair. "Vocabulary Instruction in the Intermediate Grades," Elementary English Review, XV (April and May 1938), 138-45, 160, 185-98.

Discusses the importance of vocabulary instruction, considers the types of vocabulary possessed by each individual, presents vocabularies for grades IV, V and VI derived from counts of books used in each grade, and discusses problems involved in vocabulary instruction.

1757
Eames, Thomas Harrison. "A Study of the Speed of Word Recognition," Journal of Educational Research, XXXI (November 1937), 181-87.

Discusses briefly the psycho-physical processes involved in word recognition and summarizes the results of a study of speed of recognition measured in fractions of seconds in 90 cases of which 50 were cases of difficult reading and 40 were children without reading difficulty.

1768
Flanagan, John C. "A New Type of Reading Test for Secondary-School and College Students which Provides Separate Scores for Speed of Comprehension and Level of Comprehension," *Practical Values of Educational Research*, 195-99. Official Report of the American Educational Research Association of the National Education Association, Washington, 1938.

Describes the principles underlying the test and the steps taken in its development.

1777
Gray, William S., and Holmes, Eleanor. *The Development of Meaning Vocabularies in Reading. An Experimental Study*, Publication of the Laboratory Schools of the University of Chicago, No. 6, Department of Education, University of Chicago, Chicago, 1938, xii + 140.

Summarizes previous studies relating to the nature and development of meaning vocabularies and presents the results of a study at the fourth-grade level to determine the relative effectiveness of direct and incidental methods of teaching the meanings of words in fourth-grade history.

1783
Hockett, John A. "A Comparative Analysis of the Vocabularies of Twenty-Nine Second Readers," *Journal of Educational Research*, XXXI (May 1938), 665-71.

Compares these readers with respect to total number of words, ratio of total number in each book to median number of different words, ratio of number of different words in each book to median, average repetition, and ratio of average repetition in each book to median.

1784
Hockett, John A. *The Vocabularies and Contents of Elementary School Readers*, Bulletin No. 3, State Department of Education, Sacramento, California, 1938, viii + 104.

Presents comparative data concerning the vocabulary burden of a large number of commonly used readers in the primary grades, and a classified index of the contents of 218 school readers ranging in difficulty from primers to sixth readers.

1785
Hoole, William Stanley. "The Course in Recreational Reading in Birmingham-Southern College," Library Quarterly, VIII (January 1938), 1-12.

Describes the types of books provided in the recreational reading room, the organization and methods used in the recreational reading course, the number and types of books withdrawn during the first and second semesters, and presents conclusions based on the data secured.

1786
Hurley, Richard James. "Who Motivates Junior-Senior High School Reading?" English Journal, XXVII (June 1938), 486-90.

Summarizes data secured from about 800 pupils in five states showing the relative influences of teachers, parents, pals, relatives and others in stimulating reading interests.

1787
Jantzen, J. Marc. "A Study of the Relative Values of Two Types of Vocabulary Tests in Measuring Reading Vocabulary," University of Kansas Bulletin of Education, IV (March 1938), 50-52.

Compares the scores of 70 students on two equivalent vocabulary tests, one measuring context meaning, and the other word meaning.

1791
Lazar, May. Reading Interests, Activities, and Opportunities of Bright, Average, and Dull Children, Teachers College Contributions to Education, No. 707, Teachers College, Columbia University, New York, 1937, 1-128.

Summarizes and interprets data from pupils who had been in school seven, eight, nine or 10 terms and distributed in grades from IIA to VIIB, inclusive.

1799
Miles, Dudley. "The Contributions of Research to Teaching and Curriculum-Making in English June, 1935, Through June, 1937. III," English Journal, XXVII (June 1938), 495-506.

Presents a summary of 39 studies relating to reading that have been published between June, 1935, and June, 1937.

1803
Punke, Harold H. "Sociological Factors in the Leisure-Time Reading of High-School Students," Library Quarterly, VII (July 1937), 332-42.

Presents the results of a comparative study of leisure-time reading by the students in 22 high schools of Georgia and Illinois.

1804
Punke, Harold H. "The Home and Adolescent Reading Interests," School Review, XLV (October 1937), 612-20.

Reports the kinds of material read by high-school pupils of Georgia and Illinois in newspapers and current periodicals.

1805
Richardine, Sister. "A Reading Activity in Grade One," Elementary English Review, XV (April 1938), 129-32, 160. Richardine, Sister, and Wilson, Frank. "A Reading Activity in Grade One," Elementary English Review, XV (May 1938), 170-78.

Describes a reading activity for grade one in the form of a diary dictated by the pupils. Presents the results of an intensive analysis of the vocabulary included in the diary for the period of a school year.

1806
Rogers, Maurine V. "Comprehension in Oral and Silent Reading," Journal of General Psychology, XVII (October 1937), 394-97.

Reports results of a study to determine relative efficiency, in terms of comprehension, of oral and silent reading of good and poor readers under three conditions: (1) with time held constant, (2) with amount of reading held constant, and (3) with time varied.

1807
Rogers, Maurine V. "Phonic Ability as Related to Certain Aspects of Reading at the College Level," Journal of Experimental Education, VI (June 1938), 381-95.

Presents the findings of an experimental study involving 80 freshmen to determine the relationship between mispronunciations and comprehension, and the effect of training in phonics upon certain aspects of reading.

1808
Rothney, J. W. M. "Interests of Public Secondary-School Boys," Journal of Educational Psychology, XXVIII (November 1937), 561-94.

Describes the nature and validity of the interest inventory used and summarizes responses secured from 306 eleventh-grade boys in ten high schools.

1815
Smith, Charles A. "The Experience Method in Beginning Reading," Elementary School Journal, XXXVIII (October 1937), 96-106.

Compares the efficiency of six reading programs using varying amounts of activity.

1827
Traxler, Arthur E. "Improvement of Vocabulary Through Drill," English Journal, XXVII (June 1938), 491-94.

Presents data on extent to which eighth and ninth grade pupils gained in vocabulary as the result of specific drill.

1830
Turney, Austin H., and Fee, Mary. "Teaching High-School English as an Insightful Process," School Review, XLV (October 1937), 605-11.

Compares gains made by high and low sections of freshmen and sophomore English classes on tests designed to measure ability to see relations.

1833
Wheeler, Lester R. "An Experimental Study of the Value of Informal Methods in Teaching Primary Reading," Journal of Educational Research, XXXI (January 1938), 335-46.

Summarizes the results of an experiment among 227 children in grade 1B involving the use of educational games (Read-o Series) supplementing a free-type method of informal instruction.

1836
Witty, Paul A. "Only and Intermediate Children in the Senior High School," Journal of Experimental Education, VI (December 1937), 180-86.

Reports the relative amount of time devoted to reading, number of books read, types of books selected, and enjoyment in reading of only and intermediate children.

1840
Zeligs, Rose. "What Sixth Grade Children are Reading," Elementary English Review, XIV (November 1937), 257-62.

Considers the factors which sixth-grade children consider in choosing a book and presents a list of the books voluntarily read most frequently by pupils at this level of advancement.

July 1, 1936 to June 30, 1937

1648
Anderson, Irving H., and Fairbanks, Grant. "Common and Differential Factors in Reading Vocabulary and Hearing Vocabulary," *Journal of Educational Research*, XXX (January 1937), 317-24.

Compares the ability of 220 university freshmen to recognize words read and heard. Presents correlations between scores on the vocabulary tests and the Iowa Silent Reading Test and the University of Iowa Qualifying Examination.

1662
Center, Stella S., and Persons, Gladys L. "The Leisure Reading of New York City High-School Students," *English Journal*, XXV (November 1936), 717-26.

Summarizes the results of a recreational reading survey relating to books and magazines in which more than 46,000 high school pupils in 20 high schools participated.

1669
Dickson, Bell L. "Trends in the Teaching of Phonics," *California Journal of Elementary Education*, V (August 1936), 51-58.

Describes present trends in the teaching of phonics as revealed by an analysis of the contents of 18 reading manuals and indicates the extent to which they have been influenced by scientific studies.

1674
Friedman, Kopple C., and Nemzek, Claude L. "A Survey of Reading Interest Studies," *Education*, LVII (September 1936), 51-56.

Presents an annotated bibliography of 38 studies of reading interests and summarizes significant findings.

1687
Hayward, W. George, and Ordway, Nancy M. "Vocabularies of Recently Published Preprimers," *Elementary School Journal*, XXXVII (April 1937), 608-17.

Presents the results of an analysis of the vocabularies of 15 preprimers, including the 311 words used four or more times in the books, the rank of each word according to frequency of use, and the number of books in which each word appeared.

1689
Hockett, John A. "The Vocabularies and Content of Elementary-School Readers," The Role of Research in Educational Progress, Official Report of the American Educational Research Association of the National Education Association, Washington, 1937, 214-18.

Summarizes data showing improvement in the content and in the vocabulary control of primers, first, second, and third readers.

1690
Hockett, John A., and Neeley, Deta P. "A Comparison of the Vocabularies of Thirty-Three Primers," Elementary School Journal, XXXVII (November 1936), 190-202.

Presents the results of an analysis of 33 primers published between 1932-35, inclusive, to determine vocabulary burden, overlapping of vocabularies and desirable primer sequence.

1691
Hockett, John A., and Neeley, N. Glen. "The Vocabularies of Twenty-Eight First Readers," Elementary School Journal, XXXVII (January 1937), 344-52.

Presents an analysis of the vocabularies of 28 widely-used first readers, showing basic vocabulary data for each, a comparison of these vocabularies with the revised Gates Word List, and the trend in average number of different words in first readers during the last two decades.

1699
McCullough, Constance. "Improving Reading Comprehension in Grade IX," School Review, XLV (April 1937), 266-73.

Describes the methods used and the results secured through a program of remedial instruction in reading extending for nine weeks.

1702
Malchow, Evangeline C. "Reading Interests of Junior High School Pupils," School Review, XLV (March 1937), 175-85.

Reports the steps taken in securing the preferences of 1,387 junior high school pupils for 90 titles and summarizes reasons given for liking books, the qualities admired in heroes and heroines, and favorite incidents.

1707
Nolte, Karl F. "Simplification of Vocabulary and Comprehension in Reading," Elementary English Review, XIV (April 1937), 119-24, 146.

Compares the comprehension scores made by 1,112 sixth-grade pupils in eight school systems on a reading selection in its original form and as simplified by limiting the vocabulary to (1) the first 2,500 of the Thorndike Word List, and (2) the words of the Ogden Basic English List.

1708
Persons, Gladys L. (Chairman). Survey of Leisure Reading in Typical High Schools of New York City, Yearbook No. 1 of the New York Association of Teachers of English, Noble and Noble, Inc., New York, 1936, xxvi + 76.

Presents an analysis and appraisal of the reading interests of approximately 47,000 high school pupils with reference to books, magazines and newspapers.

1720
Tate, Harry L. "The Influence of Phonics on Silent Reading in Grade 1," Elementary School Journal, XXXVII (June 1937), 752-63.

Presents the results of a controlled experiment continuing for eight weeks to determine the influence of phonics on silent reading in grade 1 when a special period is used for formal instruction and drill in phonics.

1723
Thorndike, Edward L., Lorge, Irving, with the assistance of S. Karpin. "The Vocabulary of the Encyclopedia Brittanica (1910 edition)," Teachers College Record, XXXVIII (March 1937), 485-90.

Presents the results of an analysis of a random sampling of a million words.

1726
Tilley, Harvey C. "A Technique for Determining the Relative Difficulty of Word Meanings Among Elementary School Children," Journal of Experimental Education, V (September 1936), 61-65.

Summarizes data secured from several hundred children in each of grades III, V and VII through the use of multiple-choice and self-appraisal types of tests to determine the relative difficulty of word meanings when the words are presented both in isolation and in context.

1736
Wilson, Frank T. "Correlation of Vocabulary Knowledge with Other Abilities and Traits in Grade I," Elementary School Journal, XXXVII (February 1937), 451-57.

Reports the correlations derived from three measures of vocabulary with 76 other measures and appraisals of first-grade pupils.

1741
Young, William E. "The Relation of Reading Comprehension and Retention to Hearing Comprehension and Retention," Journal of Experimental Education, V (September 1936), 30-39.

Presents findings based on the results of an experiment with pupils in grades four, five, and six of six school systems, five in Iowa and one in Texas.

July 1, 1935 to June 30, 1936

1548
Bessey, Mabel A. (Chairman). "The Current Magazines and the Teaching of English," The Report of a Committee of the National Council of Teachers of English, Chicago, 1935, 33-35 + Appendixes.

Includes the report of a committee of the National Council concerning the uses made of magazines in secondary-school English.

1555
Buckingham, B. R., and Dolch, E. W. A Combined Word List, Boston and Co., 1936, iv + 186.

Presents a tentative vocabulary list which combines the results of an original vocabulary study involving over 20,000 children and 2,700,000 words, and the results of other vocabulary studies previously reported.

1556
Burk, Cassie. "A Study of the Influence of Some Factors in Style of Interest, Comprehension, and Rate of Reading of Fourth-Grade Pupils," Journal of Experimental Education, IV (June 1936), 303-52.

Reports the results of a study to determine if it makes any difference whether the selection is written in short simple sentences, in long complex and compound sentences, in a mixture of the foregoing, or in the form of a play, in direct conversation or in indirect conversation.

1557
Byrns, Ruth, and Henmon, V. A. C. "Reading Interests of High-School Seniors," English Journal, XXV (January 1936), 61-64.

Summarizes the replies on the admission blanks of 1,980 freshmen at the University of Wisconsin concerning the books read during the past year outside of school requirements and the magazines and newspapers read regularly.

1562
Cleary, Florence. "Recreational Reading in the Junior High School," Nation's Schools, XVI (July 1935), 31-33.

Presents an analysis of the lists of books read by 1,115 pupils.

1564
Davidson, Helen P. "A Study of the Confusing Letters B, D, P, and Q," Journal of Genetic Psychology, XLVII (December 1935), 458-68.

Presents data showing the extent to which 159 kindergarten and first-grade pupils confused B with D, and P with Q in a letter discrimination test.

1567
Dolch, E. W. "A Basic Sight Vocabulary," Elementary School Journal, XXXVI (February 1936), 456-60.

Presents a basic sight vocabulary of 220 words, comprising all words, excepting nouns, common to the word list of the International Kindergarten Union, the Gates List, and the Wheeler-Howell List.

1568
Dolch, E. W. "How Much Word Knowledge Do Children Bring to Grade One?", Elementary English Review, XIII (May 1936), 177-83.

Discusses four principles underlying the measurement of word knowledge on entering school and summarizes the results of tests of word knowledge given to first-grade pupils.

1569
Donnelly, Helen E. "The Growth of Word Recognition Skills in Grade One," Education, LVI (September 1935), 40-43.

Reports the results of tests given in November, February, and May to 389 first-grade pupils to determine general growth and individual variations in word recognition ability.

1570
Duffy, Gertrude B., and Durrell, Donald D. "Third Grade Difficulties in Oral Reading," Education, XVI (September 1935), 37-40.

Summarizes the types of difficulties and errors in oral reading made on tests given to 85 children in three third-grade rooms.

1575
Engleman, F. E. "The Relative Merits of Two Forms of Discourse when Applied to Children's Factual Content Reading Material," Journal of Educational Research, XXIX (March 1936), 524-31.

Presents the results of a study to determine the relative merits of conversational and of narrative-expository material when used in grades IV and VII.

1585
Goodykoontz, Bess. "The Relation of Pictures to Reading Comprehension," Elementary English Review, XIII (April 1936), 125-30.

Reports the results of an experiment in seven classes in grades VIB through VIIIA, inclusive, to determine the relation of pictures to reading comprehension.

1592
Hill, Mary Buffum. "Experimental Procedures in the Study of the Process of Word Discrimination in Reading," Journal of Educational Research, XXIX (February 1936), 473-82.

Reports the results of a critical examination of the validity of the techniques already used in the study of word discrimination reading.

1593
Hill, Mary Buffum. "A Study of the Process of Word Discrimination in Individuals Beginning to Read," Journal of Educational Research, XXIX (March 1936), 487-500.

Presents the results of an analytical study at the beginning level and in normal readers of types of errors in word discrimination that investigators have reported at various levels of reading attainment.

1594
Hockett, John A. "Reading Interests of Z-Section Pupils," Elementary School Journal, XXXVI (September 1935), 26-34.

Presents findings relative to the difficulty and interest appeal of 64 books from a list of more than a thousand reported by intermediate-grade pupils in Z-section classes.

1597
Jordan, A. M. "Reading Interests," High School Journal, XVIII (October 1935), 187-91, 211. See also National Education Association, Addresses and Proceedings, LXXIII, 342-45.

Presents answers to five questions relating to the reading interests of high-school pupils, based largely on evidence reported in previous investigations.

1610
Preston, Katherine A. "The Speed of Word Perception and Its Relation to Reading Ability," Journal of General Psychology, XIII (July 1935), 199-203.

Summarizes the results of a study to determine the reliability of a method of measuring speed of word perception, to discover the difference in speed of perception of familiar and unfamiliar words of equal length, and to study the relation between speed of word perception and reading ability.

1613
Rickard, Garrett E. "The Recognition Vocabulary of Primary Pupils," Journal of Educational Research, XXIX (December 1935), 281-91.

Reports the 123 words common to the first 200 words in the International Kindergarten List and the Horn List and presents results of tests to indicate the extent of their mastery in the first three grades.

July 1, 1934 to June 30, 1935

1434
Bessey, Mabel A. (Chairman). Report of the Committee of Investigation on the Use of the Magazine in the High School English Class. National Council of Teachers of English, Washington, 1934, 1-52.

Presents the results of a nation-wide study to determine ways in which magazines are and may be made to function in English classrooms in secondary schools.

1441
Broening, Angela M. "Factors Influencing Pupils' Reading of Library Books," Elementary English Review, XI (June 1934), 155-58, 161.

Reports the results of a survey to determine factors which make a book satisfying to a pupil of known age and level of school success, the means available to secure adequate use of the book collection, and the consistency of child and adult reactions to books.

1442
Broom, M. E. "A Note on Silent Reading Comprehension and Success in Academic Achievement in a State Teachers College," Journal of Applied Psychology, XVIII (August 1934), 561-65.

Summarizes data from 673 upper-division students in the San Diego State Teachers College.

1453
Dolch, Edward William. "The Efficiency of Primers in Teaching Word Recognition," _Journal of Educational Research_, XXVIII (December 1934), 271-75.

Determines through the use of informal tests the extent to which various groups of pupils had mastered the vocabularies of the two basic primers used.

1463
Foran, T. G. "The Vocabulary of Primary Reading," _Catholic Educational Review_, XXXII (December 1934), 596-607.

Presents conclusions concerning the vocabulary of beginning books in reading based upon the results of related studies.

1471
Gilbert, Luther C. "A Study of the Effect of Reading on Spelling," _Journal of Educational Research_, XXVIII (April 1935), 570-76.

Reports the results of an experiment with 380 students of junior, senior and graduate university level to determine the effect of purposeful reading, rate of reading, and initial spelling ability on improvement in ability to spell the words of the text.

1480
Gross, Aline E. "A Preprimer Vocabulary Study," _Elementary School Journal_, XXXV (September 1934), 48-56.

Presents a list of 238 words used four or more times in ten preprimers, frequency of use in each book, and rank according to frequency of use in all books.

1483
Hildreth, Gertrude. "An Individual Study in Word Recognition," _Elementary School Journal_, XXXV (April 1935), 606-19.

Presents the results of a study of the achievement of a normal child of entering school age in word-symbol-learning as the result of consecutive daily practice.

1508
Myers, Vest C. "A Study of Present-Day Methods of Developing Independent Recognition of Words," Educational Method, XIV (January 1935), 205-06.

Presents the results of a survey of courses of study, manuals accompanying readers, and recent books and articles to determine the use of phonics, contextual clues, seat work and the reading table in promoting the independent recognition of words.

1509
National Council of Teachers of English, Committee on Research. "The Contributions of Research to Teaching and Curriculum-Making in English, January, 1933, through June, 1934. II. Literature and Recreational Reading," English Journal (College Edition), XXIV (May 1935), 363-74.

Summarizes the results of studies relating to the objectives of teaching literature, pupil interest in reading, appreciation of literature, and methods of teaching literature.

1520
Schuchowsky, Ruth E., and Flemming, Cecile White. "The English Teacher Makes Room for Remedial Reading," English Journal, XXIV (February 1935), 122-28.

Describes the problems encountered and the procedures adopted in providing remedial instruction in reading.

1521
Stone, Clarence R. "The Second-Grade Reading Vocabulary," Elementary School Journal, XXXV (January 1935), 359-67.

Presents a list of 1,276 new words found in three or more of 16 second readers. Shows the number of readers in which each appears.

1541
Witty, Paul A., and Lehman, Harvey C. "The Reading and the Reading Interests of Gifted Children," Pedagogical Seminary and Journal of Genetic Psychology, XLV (December 1934), 466-81.

Summarizes data relative to the reading and reading interests of 50 children in 1931-32 who had IQs of 140 or higher in 1924-25 and whose reading interests had been studied in that time and at intervals until 1929-30.

July 1, 1933 to June 30, 1934

1342
Bell, Bernice W. "A Scientific Study of the Voluntary Reading of Fifth Grade Children, White and Colored in the Public Schools of Louisville, Kentucky," Bureau of Research, Louisville Public Schools, Louisville, Kentucky, 1933.

Reports the results of a study of the extent of voluntary reading and of the reading interests of fifth-grade children, both white and colored, classified on various bases.

1350
Carnovsky, Leon. "A Study of the Relationship between Reading Interest and Actual Reading," _Library Quarterly_, IV (January 1934), 76-110.

Summarizes the results of an intensive study of the reading of students in the University of Chicago who were grouped according to a number of criteria.

1362
Dewey, Joseph C. "Consistency of Pupil Response on Tests of Reading Comprehension," _Elementary School Journal_, XXIV (March 1934), 533-36.

Reports the results of six types of test given to approximately 55 eighth-grade pupils to determine the consistency of their responses to test items designed to measure understanding of ideas found in reading context.

1363
Dewey, Joseph C. "A Technique for Investigating Reading Comprehension," _School and Society_, XXXIX (March 3, 1934), 276.

Points out weaknesses in previous methods of measuring comprehension and describes the individual oral interview method as a means of avoiding the difficulties considered.

1364
Dunlap, Mollie E. "Recreational Reading of Negro College Students," _Journal of Negro Education_, II (October 1933), 448-59.

Summarizes questionnaire returns from students in eight institutions concerning the amount and character of the reading done, the sources of reading material and the reading environment.

1366
Durrell, Donald D. "A Vocabulary for Corrective Reading," Elementary English Review, XI (April 1934), 106-09.

Presents a vocabulary of 656 words derived by omitting from the Faucett-Maki List all words with a rating below 20 which had a frequency below 15 on the Fitzgerald Writing Vocabulary.

1374
Gilbert, Luther C. "Effect of Reading on Spelling in the Ninth Grade," School Review, XLII (March 1934), 197-204.

Analyzes data from 736 pupils in grade IX to determine the gain in spelling effected through reading words encountered recently and remotely in spelling, the relative improvement in spelling through reading by good and poor readers, and the effect of rate of reading on improvement in spelling.

1375
Gilbert, Luther C. "Effect of Reading on Spelling in the Secondary Schools," California Quarterly of Secondary Education, IX (April 1934), 269-75.

Presents evidence which shows that secondary school pupils who encounter words in reading which they have attempted to spell recently tend to correct their misspellings.

1377
Gould, Clifford M. "The Classroom Library in a Reading Program," Bulletin of the Department of Elementary School Principals, XI (January 1932), 109-14.

Presents data showing the relation of achievement in reading to the number of books read among 594 pupils in grades II-VI, inclusive.

1385
Holmes, Eleanor. "Vocabulary Instruction and Reading," Elementary English Review, XI (April 1934), 103-105, 110.

Reports the results of a controlled experiment in the fourth grade to determine the relative merits of wide reading and direct teaching of unfamiliar words in increasing meaning vocabulary.

1390
Kelley, Victor H. "An Experimental Study of Certain Techniques for Testing Word Meanings," Journal of Educational Research, XXVII (December 1933), 277-82.

Considers the validity of four types of word meaning tests: multiple-choices, same-opposite-neithers, matchings, and multiple-choice sentences.

1408
Research Division of the National Education Association. "Research Related to Children's Interests and Preferences in Reading," Elementary School Libraries, Twelfth Yearbook of the Department of Elementary School Principals, Bulletin of the Department of Elementary School Principals of the National Education Association, Vol. XII, No. 5, 1933, 485-518.

Summarizes the purpose, method and findings of selected studies made since 1920 concerning children's interests and preferences in reading.

1410
Robinson, Francis P. "An Aid for Improving Reading Rate," Journal of Educational Research, XXVII (February 1934), 453-55.

Describes a technique for use in increasing reading span. Summarizes an experiment which validates its use with college freshmen and discusses the application of the technique.

1411
Robinson, F. P., and McCollom, F. H. "Reading Rate and Comprehension Accuracy as Determinants of Reading Test Scores," Journal of Educational Psychology, XXV (February 1934), 154-57.

Presents data showing the relative importance of rate of reading and accuracy of comprehension in determining reading test scores.

1413
Shores, Louis. "A Comparison of the Reading Interests of Negro and White College Students," Journal of Negro Education, II (October 1933), 460-65.

Compares the topics preferred and avoided by both types of students in their voluntary reading.

1427
Traxler, Arthur E. "The Relation Between Rate of Reading and Speed of Association," Journal of Educational Psychology, XXV (May 1934), 357-65.

Presents the results of a preliminary study involving seventh- and ninth-grade pupils and college students to determine objectively the relationship between rate of reading and speed of association.

July 1, 1932 to June 30, 1933

1275
Faucett, Lawrence, and Maki, Itsu. *A Study of English Word-Values Statistically Determined from the Latest Extensive Word-Counts*, Matsumura Sanshodo, Tokyo, Japan, 1932, ii + 264.

Presents the results of an elaborate study to ascertain objectively which words in the English language are used most widely and to show how the language determines such words.

1276
Findley, Warren George. *Specialization of Verbal Facility at the College Entrance Level. A Comparative Study of Scientific and Literary Vocabularies.* Teachers College Contributions to Education, No. 567, Teachers College, Columbia University, New York, 1933, vi + 76.

Presents a statistical analysis of the results of tests to determine whether vocabularies have become so highly specialized at the college level to justify classification into literary and scientific types.

1284
Hagboldt, Peter. "Reading for Comprehension and its Testing," *German Quarterly*, VI (March 1933), 68-76.

Considers general principles of teaching German, the grading of reading materials, types of reading tests, and the correlation between results on the various sections of the American Council Test.

1287
Hudson, Alva. "Reading Achievements, Interests, and Habits of Negro Women," *Journal of Negro Education*, I (October 1932), 367-73.

Summarizes the results of a study of the reading achievements and interests of 116 Negro women in Chicago.

1293
Limb, G., and Parker, H. T. "An Experiment in the Teaching of Reading Comprehension," *Australian Educational Studies (First Series)*, Educational Research Series, No. 14, Melbourne University Press, Melbourne, Australia, 1932, 30-51.

Describes the methods used and the results attained in an experiment to determine the value of directed practice in comprehension for six months in grades III to VII inclusive.

1298
McCallister, James M., and Baker, Grace H. "Corrective Instruction in Reading in Seventh Grade English Classes," English Journal, XXI (November 1932), 734-43.

Describes the program of corrective reading and the results attained in the seventh-grade English classes of the Roosevelt Junior High School, Aberdeen, South Dakota.

1299
Milam, Carl H. (Chairman). Children's Readings. A Study of Voluntary Reading of Boys and Girls in the United States. Report of the Sub-Committee on Reading, Section III, Education and Training, White House Conference on Child Health and Protection, Century Company, New York, 1933, xii + 90.

Summarizes current opinion and the results of studies concerning the voluntary reading of children and young people.

1313
Samuels, F. L. "Vocabulary of Primers," Arizona Teacher, XX (April 1932), 227-29.

Compares the vocabulary of 17 different primers, including such items as the number of different words, the number in common with the Elson Basic Primer, the words added, etc.

1319
Tinker, Miles A. "The Relation of Speed to Comprehension in Reading," School and Society, XXXVI (July 30, 1932), 158-60.

Reviews various studies of the relation between speed and comprehension in reading.

1326
Traxler, Arthur E. "The Correlation Between Reading Rate and Comprehension," Journal of Educational Research, XXVI (October 1932), 97-101.

Presents the results of a study of the relationship between rate and comprehension among junior high school pupils.

July 1, 1931 to June 30, 1932

1125
Bergman, W. G. and Vreeland, Wendell. "Comparative Achievement in Word Recognition Under Two Methods of Teaching Beginning Reading," Elementary School Journal, XXXII (April 1932), 605-16

Compares the progress, as measured by two tests, of two groups of first-grade pupils taught by the picture-story method, and a visual method.

1134
Cain, William R., and Brown, Francis J. "An Evaluation of the Outside Reading Interests of a Group of Senior High-School Pupils," Journal of Educational Sociology, V (March 1932), 437-42.

Reports the books read by the sophomore and senior pupils of a suburban high school and expresses judgment concerning their merit.

1146
Dale, Edgar. "Evaluating Thorndike's Word List," Educational Research Bulletin, Ohio State University, X (November 25, 1931), 451-57.

Presents data supporting criticisms of the Thorndike Word List.

1147
Dale, Edgar. "A Comparison of Two Word Lists," Educational Research Bulletin, Ohio State University, X (December 9, 1931), 484-89.

Compares the words included in the International Kindergarten List and in the First Thousand of the Thorndike Word List.

1152
Elementary School Journal "The Reading Interests of Junior High School Pupils," Elementary School Journal, XXXII (September 1931), 14-16.

Reviews a study by Anne Rinehart Campbell of the reading interests of 5,510 pupils completing the ninth grade of the Pittsburgh schools.

1154
Eurich, Alvin C. "An Experimental Program to Enlarge the Vocabularies of College Students," Addresses Delivered During the Eighteenth Annual Schoolmen's Week, Educational Research Bulletin, No. 3, Eta Chapter, Phi Delta Kappa, College of Education, University of Minnesota, Minneapolis, Minnesota, 1931, 22-24.

Summarizes the results of a study to determine the effect of vocabulary training given to 196 college freshmen.

1157
Garrison, K. C., and Bivens, Curtis. "Correlations Between Various English Abilities and Intelligence," Peabody Journal of Education, IX (September 1931), 77-79.

Reports correlations between reading comprehension and other achievements in English for 122 senior high-school pupils.

1158
Garrison, S. C., and Hackworth, Lector. "A Comparison of Ten Book Lists for Children's Reading," Peabody Journal of Education, IX (September 1931), 102-11.

Presents a list of books for each grade from I to VIII, inclusive, that are recommended in as many as four or more of ten graded book lists.

1159
Garrison, S. C., and Heard, Minnie Taylor. "An Experimental Study of the Value of Phonetics," Peabody Journal of Education, IX (July 1931), 9-14.

Compares the progress for three years of two groups of primary pupils, one receiving training in phonetics and the other no such training.

1169
Haefner, Ralph. "Casual Learning of Word Meanings," Journal of Educational Research, XXV (April-May 1932), 267-77.

Reports the results of a controlled experiment with teachers college students to determine the value of casual contacts with words in learning their meanings.

1171
Hermans, Mable C. "Results of Free-Reading Experiments," Los Angeles Educational Research Bulletin, XI (February 1932), 82-88.

Compares the results of free reading and directed reading among six groups of junior high-school pupils. Also presents case studies.

1178
Johnson, B. Lamar. "Children's Reading Interests as Related to Sex and Grade in School," School Review, XL (April 1932), 257-72.

Summarizes the results of a survey of the reading interests of 1,856 boys and girls in grades V to IX in Duluth. Compares findings with a previous survey of adult reading interests.

1179
Johnston, Mason A. "Estimating the Reading Recognition Vocabulary," California Quarterly of Secondary Education, VII (January 1932), 173-77.

Describes a preliminary study among high school pupils to determine the relative sizes of their reading vocabulary in context and their definitional recognition vocabulary.

1180
Jones, Effie Butler. "A Comparison of Comprehension Results in Oral and Silent Reading," Peabody Journal of Education, IX (March 1932), 292-96.

Compares the comprehension scores in oral and silent reading for pupils in grades III, V, and VII from five types of schools.

1189
Lyman, R. L. The Enrichment of the English Curriculum, Supplementary Educational Monographs, No. 39, Department of Education, University of Chicago, 1932, 8-57, 100-229.

Summarizes the results of efforts to broaden the scope of English instruction including reading and to improve teaching procedures in elementary schools, secondary schools, and colleges.

1192
McCarty, Pearl Sands. "Increasing Comprehension in Silent Reading," School Review, XXXIX (December 1931), 758-66.

Describes the methods used and the results attained through special training in reading given to a ninth- and tenth-grade group. Compares the progress with that of a controlled group.

1231
Voorhis, Thelma G. The Relative Merits of Cursive and Manuscript Writing, Lincoln School Research Studies, Teachers College, Columbia University, New York, 1931, x + 58.

Compares the progress in learning to read of two groups of first-grade pupils, one of which used manuscript letter forms and the other cursive writing.

1238
Witty, Paul A., and Lehman, Harvey C. "A Study of the Reading and Reading Interests of Gifted Children," Journal of Genetic Psychology, XL (June 1932), 473-85.

Describes the results of studies extending over five years to determine the reading habits and interests of 50 superior children in grades III to VII when the study began.

July 1, 1930 to June 30, 1931

1011
Braem, Helen R. "An Experiment at Letchworth Village," New York State Education, XVIII (October 1930), 162-64.

Compares the results of a phonetic method and a sight method in teaching mentally retarded pupils to read.

1014
Burks, Barbara Stoddard, Jensen, Dortha Williams, and Terman, Lewis M. Genetic Studies of Genius, Vol. III, The Promise of Youth, Stanford University Press, California, 1930, 114-23.

Summarizes answers to questions relating to reading interests supplied by superior individuals from eight to 20 years of age.

1017
Cabell, Elvira D. "Status of Phonics Today with Some Account of Changes of the Past Five Years," Chicago Schools Journal, XIII (April and May, 1931), 370-73, 430-34.

Summarizes the results of various studies relating to phonics in an attempt to determine present tendencies.

1019
Carroll, Herbert A. "The Effect of Intelligence upon Phonetic Generalization," Journal of Applied Psychology, XV (April 1931), 168-81.

Presents the results of tests in spelling given in grades IV and V to determine the effect of intelligence on phonetic generalization.

1038
Dowell, Pattie S., and Garrison, K. C. "A Study of Reading Interests of Third Grade Subjects," Peabody Journal of Education, VIII (January 1931), 202-06.

Presents the results of a study to determine the selections most preferred in 23 readers and compares the preferences of children making the most and the least progress in reading.

1040
Eurich, Alvin C. "The Relation of Speed of Reading to Comprehension," School and Society, XXXII (September 20, 1930), 404-06.

Discusses related studies critically and presents the results of investigations showing that the correlation between speed and comprehension depends in part on the manner in which each is measured.

1044
Gates, Arthur I. Interest and Ability in Reading, Macmillan Co., New York, 1930, xii + 264.

Summarizes experimental studies of factors which influence interest and ability in reading and discusses principles and illustrations of methods based on findings.

1046
Gates, Arthur I., Peardon, Celeste Comegys, and Sartorius, Ina Craig. "Studies of Children's Interests in Reading," Elementary School Journal, XXXI (May 1931), 656-70.

Reports the chief findings and conclusions of 16 related studies concerning types of materials in which children of the primary grades are most interested.

1053
Gumlick, Helen R., and Allphin, Helen. "Improving Ability to Interpret Stories," Denver Public Schools Bulletin, IV (January 1931), 2-4.

Describes the methods used and the results secured in efforts to improve the interpretation of stories among third- and fourth-grade pupils.

1064
Kealy, Sister May Eugenia. An Empirical Study of Children's Interests in Spiritual Reading, Catholic University of America Educational Research Bulletins, Vol. V, No. 4, Catholic Education Press, Washington, 1930, 1-70.

Presents the results of a study involving the selection of spiritual reading books for pupils in grades III-VIII and the determination of the desirable and undesirable qualities of the books.

1069
Lipscomb, Lena E. "A Study of the Reading of a Sixth Grade," Elementary English Review, VIII (March 1931), 60-63.

Reports the results of a study to determine the relations of reading ability, chronological age, and intelligence quotient to the amount and character of the reading of children.

1079
Monroe, Walter S., and Engelhart, Max D. Stimulating Learning Activity, Bureau of Educational Research Bulletin No. 51, University of Illinois Bulletin, Vol. XXVIII, No. 1, Urbana, Illinois, 1930, 1-58.

Reviews the results of various studies relating to adequate pupil participation in learning activities, including consideration of the types of materials pupils like to read.

1082
Mosher, Raymond M., and Newhall, Sidney M. "Phonic Versus Look-and-Say Training in Beginning Reading," Journal of Educational Psychology, XXI (October 1930), 500-506.

Presents the results of tests of eye-habits and of oral and silent reading given to fifty second-grade pupils taught by the look-and-say method and to seventy-three pupils taught by the phonic method.

1088
Payne, Cassie Spencer. "The Classification of Errors in Oral Reading," Elementary School Journal, XXXI (October 1930), 142-46.

Presents a classification of the errors made by pupils in grades II-V, inclusive, in pronouncing a list of words some of which were assumed to be familiar and some unfamiliar.

1102
Selke, Erich. "A Comparative Study of the Vocabularies of Twelve Beginning Books in Reading," Journal of Educational Research, XXII (December 1930), 369-74.

Presents the results of a study of 12 primers to determine the influence of recent vocabulary studies and the progress made since a similar study a few years ago.

1104
Shank, Spencer. "Student Responses in the Measurement of Reading Comprehension," Journal of Educational Research, XXII (September 1930), 119-29.

Presents results of an analysis of 47 silent-reading tests, omitting those planned for grades I and II, for college students, and for clinical cases, to determine the types of comprehension responses required.

1120
Wheeler, H. E., and Howell, Emma A. "A First-Grade Vocabulary Study," Elementary School Journal, XXXI (September 1930), 52-60.

Compares the vocabularies of 10 primers and first readers of recent publication with the Gates Vocabulary List.

1121
Wildrick, Caroline Maie. "An Experiment with a Free Reading Hour," Seventh Annual Conference on Elementary Supervision, Bulletin of the School of Education, Indiana University, Vol. VI, No. 6, Bloomington, Indiana, Bureau of Cooperative Research, School of Education, Indiana University, 1930, 5-20.

Compares the amount read and the progress in achievement of two sixth-grade groups, one using the free-reading method and the other the study-recitation method.

July 1, 1929 to June 30, 1930

900
Anonymous. "What Do Boys Read?" London Times Educational Supplement, (February 23, 1929).

Reports the results of a study of the free reading of 200 boys in a provincial grammar school in England and the influence of that reading on the boys.

908
Bloom, Margaret. "What College Students Read," School and Society, XXXI (June 21, 1930), 848-50.

Reports the results of a study of the supplementary books read by 1,745 college freshmen who were studying rhetoric.

914
Celestine, Sister M. A Survey of the Literature on the Reading Interests of Children of the Elementary Grades, Catholic University of America Educational Research Bulletins, Vol. V, Nos. 2 and 3, Catholic Education Press, Washington, 1930, 1-114.

Presents a detailed summary of 40 studies relating to the interests of elementary-school children in reading.

920
Cox, Rose Marian. "Score Cards. Self-Aids for Teachers of Silent Reading in the Intermediate Grades," Sixth Annual Conference on Elementary Supervision, Bulletin of the School of Education, Indiana University, Vol. VI, No. 1, Bureau of Cooperative Research, School of Education, Indiana University, Bloomington, Indiana, 1929, 12-27.

Describes a score card for silent reading in intermediate grades and discusses the implications of the weightings for various items.

931
Dolch, Edward William. "Use of the Dictionary," Elementary School Journal, XXX (May 1930), 669-74.

Summarizes the replies of superintendents and supervisors relative to the use of the dictionary in the lower grades.

933
Dozier, Mary B. "Cultivating Reading Ability in an Advanced Class," Modern Language Forum, XV (April 1930), 68-69.

Discusses the methods employed and the results secured in promoting rapid growth in recognition and comprehension in Spanish.

937
Graham, V. O. "The Word Understanding Vocabulary," Chicago Schools Journal, XII (September 1929), 8-10. (Graph omitted in this article presented in Chicago Schools Journal, XII (January 1930), 208.)

Presents the results of a study to determine the extent to which the vocabulary of passages is understood when reading.

938
Grammar Grade Teachers' Association of the North Carolina Education Association, Mary Fitzgerald, Chairman. Presented by Grace Brunson. "Recreational Reading in the Grammar Grades," North Carolina Teacher, VI (September 1929), 12-13, 27-29.

Summarizes reports from 88 schools and school systems with regard to the provision made in North Carolina for recreational reading in the grammar grades.

947
Irmina, Sister M. *An Evaluation of the Vocabulary Content of Twelve Series of Primary Readers*. Catholic University of America Educational Research Bulletins, Vol. IV, No. 7, Catholic Education Press, 1929, Washington, 1-52.

Summarizes previous studies of vocabulary content and presents an analysis of the vocabulary of 12 series of primary readers.

954
Lewerenz, Alfred S. "Vocabulary Difficulty of the New Stanford Achievement Reading Test," *Los Angeles Educational Research Bulletin*, IX (March 1930), 14-15.

Presents the results of the application of the vocabulary grade placement formula to the Reading Test of the New Stanford Achievement Test.

955
Lohmann, Elsa. "Phonics as Taught in Our First Grades Throughout the United States," *Educational Method*, IX (January 1930), 217-21.

Summarizes opinions and practices relative to the teaching of phonics.

965
O'Shea, Harriet Eastabrook. *A Study of the Effect of the Interest of a Passage on Learning Vocabulary*. Teachers College Contributions to Education, No. 351, Teachers College, Columbia University, 1930, vi + 122.

Presents results of a controlled experiment in grades V-VIII, inclusive, to determine the effect of interest in material read on increase in vocabulary.

971
Pierce, Paul R. "Stimulating Recreational Reading. An Elementary School Experiment," *Chicago Schools Journal*, XII (December 1929), 129-33.

Reports the results of the establishment of a weekly library period for pupils in grades IV-VIII, inclusive.

977
Rinehart, Anne Campbell. *What Pittsburgh High School Seniors Read*. School Betterment Studies, Vol. 2, No. 1, Henry C. Frick Educational Commission, Pittsburgh, Pennsylvania, 1930, 1-84.

Presents a summary and analysis of the reading preferences and dislikes of 2,236 seniors in Pittsburgh high schools.

997
White, Elizabeth Riddell. "Cultivating the Reading Habit," Platoon School, III (June, July, August, 1929), 58-62.

Reports the results of an experiment among sixth-grade pupils to determine the value of substituting library reading for class instruction in reading.

1001
Witty, Paul A., and Labrant, Lou L. "Vocabulary and Reading," School and Society, XXXI (February 22, 1930), 268-72.

Presents the results of a study of the vocabulary of 12 well-known books for adults as determined through the use of the Thorndike Word List.

July 1, 1928 to June 30, 1929

787
Anonymous. "Can First Grade Children Learn Two New Words a Day?" Denver Public Schools Bulletin, II (October 1928), 10, 12.

Reports the findings in a study to determine the number of words known by first-grade children on entering school and the probable number of words they can learn daily.

790
Beck, Mae Miller. "The Vocabulary of First Readers," Peabody Journal of Education, VI (January 1929), 224-27.

Presents the results of a comparative study of the vocabularies of 12 beginning readers published before 1922 and of eight such readers published in 1926 and 1927.

809
Cutright, Prudence, and Brueckner, L. J. "A Measurement of the Effect of the Teaching of Recreational Reading," Elementary School Journal, XXIX (October 1928), 132-37.

Summarizes data for 402 classes in grades III-VI, inclusive, relative to the number of pupils having library cards and the activities carried on to create interest in recreational reading.

813
Davis, Georgia. "Encouraging the Leisure-Time Reading of Elementary-School Pupils," Elementary School Journal, XXIX (April 1929), 586-89.

Summarizes the results of a study in grades III-VI, inclusive, to determine the effect of encouraging leisure-time reading on the home-reading activities of pupils.

819
Eckert, Mollie Horton. "The Importance of Context in Reading," University of Pittsburgh School of Education Journal, IV (March-April, 1929), 97-102.

Compares the scores on tests given to pupils in grade IVB to determine the effect of context on comprehension.

821
Elder, Vera, and Carpenter, Helen S. "Reading Interests of High-School Children," Journal of Educational Research, XIX (April 1929), 276-82.

Summarizes reports from 487 high-school pupils relative to preferences as to books and magazines, the kinds of fiction preferred, and the physical characteristics of books liked best.

823
Fennell, Ethel L. "Recurring Words and Their Relation to Difficulties in Comprehension," Elementary School Journal, XXIX (September 1928), 42-53.

Reports the results of an analysis of the primer, first reader, and second reader of five series of readers to determine the number of different meanings that attach to recurring words.

827
Good, H. G. "Allies of the Ten Thousand," Educational Research Bulletin (Ohio State University), VII (November 28, 1928), 361-64.

Presents the results of studies which show that the ten thousand words of the Thorndike List do not form an inclusive reading vocabulary.

828
Grace, Alonzo G. "The Reading Interests of Adults," Journal of Educational Research, XIX (April 1929), 265-75.

Summarizes data relative to the reading of 3,289 adults in evening-school classes.

832
Gray, William S., and Munroe, Ruth. *The Reading Interests and Habits of Adults*, New York, Macmillan Co., 1929. pp. 306.

Summarizes the results of more than one hundred investigations relating to the reading of adults and presents the findings of numerous case studies of reading interests and habits.

838
Horn, Ernest. "The Child's Early Experience with the Letter A," *Journal of Educational Psychology*, XX (March, 1929), 161-68.

Presents the results of a study to determine the extent to which the teaching of phonics is significant and worthwhile.

839
Huber, Miriam Blanton. *The Influence of Intelligence Upon Children's Reading Interests*. Teachers College Contributions to Education, No. 312. New York, Teachers College, Columbia University, 1928. pp. 40.

Reports a study involving 15 elementary school classes to determine differences in the reading interests of pupils classified into three groups on the basis of their intelligence quotients.

848
Mary of the Visitation, Sister. *Visual Perception in Reading and Spelling: A Statistical Analysis*. Catholic University of America Educational Research Bulletins, Vol. IV, No. 1. Washington, Catholic Education Press, 1929. pp. 48.

Reviews previous investigations and presents the results of a study of visual perception in reading and spelling among 110 pupils in grades 4 and 5.

853
Munroe, Ruth. "What They Read: A Study of the Reading Habits of Adults," *Journal of Adult Education*, I (February, 1929), 65-69.

Summarizes important findings reported in the reading interests and habits of adults in Gray and Munroe.

863
Rankin, Paul T. "The Importance of Listening Ability," *English Journal*, XVII (October, 1928), 623-30.

Reports the results of a study to determine the relative amounts of time spent by 21 adults during 60 days in four types of communicative activity, namely, speaking, writing, listening, and reading.

864
Rasche, William F. "Methods Employed to Stimulate Interests in Reading," School Review, XXXVII (January, February, March, and April, 1929), 29-36, 124-31, 204-14, 293-303.

Summarizes reports from teachers, school librarians, and public librarians relative to methods used to stimulate interests in reading and to elevate tastes in reading.

870
Russell, R. D. "A Comparison of Two Methods of Learning," Journal of Educational Research, XVIII (October 1928), 235-38.

Presents the results of a study of 1,080 pupils in grades V, VII, and IX to determine the relative effectiveness of two methods of learning--listening and reading.

874
Shorts, C. P. "An Investigation of Eighth Grade Reading," Virginia Teacher, X (February 1929), 55-58.

Summarizes the results of four tests given to eighth-grade pupils. Suggests possible reasons for the findings, and outlines methods of improving rate of reading and comprehension.

891
Vandiver, Maude, and Melcher, William. "The Effect of Library Reading," Educational Administration and Supervision, XV (March 1929), 190-201.

Reports the results of an analysis of the library reading outside of school hours of pupils in grades II-VIII, inclusive, in Montrose, Colorado, to determine the amount of such reading and factors that influence it.

July 1, 1927 to June 30, 1928

690
Bannerman, Jessie Shepherd. "A Survey of Newspapers in Connection with the Reading Interests of Adolescents," Unpublished Master's Thesis, Department of Education, University of Chicago, 1927, v + 86.

Presents the results of a study of the interests of 3,029 pupils in grades VI-XII, inclusive, with respect to newspapers, magazines, and books and of the effect of various newspaper topics on readers.

703
Curley, Alice Minor. "An Analysis of the Methods Used in Investigating Children's Interests and a Summary of the Findings," Unpublished Master's Thesis, Yale University, 1928, 244 + vii.

Presents the results of an analysis of 25 studies of the reading interests of children.

704
Dolch, Edward William. *Reading and Word Meanings*, Ginn and Co., Boston, 1927, vi + 130.

Presents the results of a series of studies relating to word meanings and discusses their application to editing for meanings of words.

705
Dolch, Edward William. "Combined Word Studies," *Journal of Educational Research*, XVII (January 1928), 11-19.

Describes briefly some of the significant facts revealed by a comparative study of 15 vocabulary investigations.

709
Fennell, Ethel Luella. "An Analytical Study of the Vocabularies Used in Primary Readers," Unpublished Master's Thesis, Department of Education, University of Chicago, 1927, iii + 51.

Describes the methods employed in a study of the meaning vocabularies of five primers, five first readers, and four second readers.

739
Metz, John J. *Report on the Upgrading of the Reading Interests of Young Workers Attending the Milwaukee Vocational School*. Vocational Education Monograph No. 10, Division of Vocational Teacher Training and Research, Milwaukee Vocational School, Wisconsin, 1926, 1-24.

Reports the results of efforts to improve the character of the reading done by young workers attending a vocational school.

743
Monto, Saima Wilhelmina. "An Analysis of Reading Interests of Junior and Senior High School Students," Unpublished Master's Thesis, Department of Education, University of Chicago, 1928, v + 78.

Reports the amount of independent reading of junior and senior high school pupils, the types of books they preferred, the reasons why they read, and the influences which stimulated them to acquire reading interests.

745
Mosher, R. M. "Some Results of Teaching Beginners by the Look-and-Say Method," Journal of Educational Psychology, XIX (March 1928), 185-93.

Presents records of the vocabulary achievement of 26 pupils taught by the look-and-say method.

753
Power, Leonard. "A Statistical Study of Minimum Word-Recognition Requirements for the First Grade," Unpublished Master's Thesis, Department of Education, University of Chicago, 1927, vi + 138.

Describes the development of a minimum vocabulary list based on an analysis of ten primers and nine first readers and on the measured achievement of pupils.

756
Pyle, W. H. "A New Primary Word-Recognition Test with Monthly Norms," Elementary School Journal, XXVIII (October 1927), 137-39.

Describes the procedure in selecting 50 words for a word-recognition test and in developing monthly norms.

763
Sexton, Elmer K., and Herron, John S. "The Newark Phonics Experiment," Elementary School Journal, XXVIII (May 1928), 690-701.

Reports the results of experiments in eight schools varying widely as to the nationality of the pupils to determine the value of phonics in teaching beginning reading.

766
Smith, Nila Banton. "The Present Situation in Phonics," Elementary English Review, IV (November and December 1927), 278-81, 303-07.

Discusses the present status of phonics in the teaching of reading, basing conclusions on the results of studies and wide teaching and supervisory experience.

778
Washburne, Carleton, and Vogel, Mabel. "A Revised List of Phonics for Grade II," Elementary School Journal, XXVIII (June 1928), 771-77.

Presents a list of phonic elements for use in the second grade based on an analysis of the reading vocabulary for the primary grades prepared by Arthur I. Gates.

779
Wiley, Will E. "Difficult Words and the Beginner," *Journal of Educational Research*, XVII (April 1928), 278-89.

Reports the results of a controlled experiment with 56 first-grade pupils to determine the nature of the difficulties encountered in learning to recognize printed words.

July 1, 1926 to June 30, 1927

576
Belser, Danylu. "The Reading Interests of Boys," *Elementary English Review*, III (November 1926), 292-96.

Summarizes previous studies and presents the results of conferences with librarians, of questionnaire studies, and of a survey of reading interests of German, French, and Italian children.

585
Carroll, Robert P. *An Experimental Study of Comprehension in Reading*. Teachers College Contributions to Education, No. 245, Teachers College, Columbia University, New York, 1926, vi + 72.

Describes the methods used and analyzes the results obtained in efforts to improve ability in the reading of directions.

601
Gates, Arthur I. *A Reading Vocabulary for the Primary Grades*, Teachers College, Columbia University, 1926, 1-24.

Presents a list of 1,500 words suitable for use in reading materials in grades I, II, and III and describes the procedures in deriving the list.

604
Gates, Arthur I. "A Study of the Role of Visual Perception, Intelligence, and Certain Associative Processes in Reading and Spelling," *Journal of Educational Psychology*, XVII (October 1926), 433-45.

Presents and interprets correlations of intelligence and efficiency in different types of visual perception with achievement in reading and spelling.

606
Gates, Arthur I. "Studies of Phonetic Training in Beginning Reading," *Journal of Educational Psychology*, XVIII (April 1927), 217-26.

Discusses the method and the outcome of an experiment with two school groups to determine the relative values of phonetic and non-phonetic training.

608
Good, Carter V. "Proficiency in Outlining," English Journal, XV (December 1926), 737-42.

Describes the use of a test in outlining and compares the results for groups at comparable levels of intelligence when reading expanded and condensed treatments of material.

609
Good, Carter V. The Supplementary Reading Assignment. Warwick and York, Inc., Baltimore, 1927, xiv + 228.

Summarizes related experiments and discusses practical procedures in making use of supplementary-reading assignments.

619
Horn, Madeline Darrough. "The Thousand and Three Words Most Frequently Used by Kindergarten Children," Childhood Education, III (November 1926), 118-22.

Presents lists of 1,003 words used most frequently by kindergarten children as determined by the Child Study Committee of the International Kindergarten Union.

627
Irmina, Sister M. The Content and Measurement of the Reading Vocabulary. Catholic University of America Educational Research Bulletins, Vol. II, No. 1, Catholic Education Press, Washington, 1927, 1-30.

Discusses quantitative and qualitative aspects of children's vocabularies and describes published vocabulary tests.

629
Jefferis, Angeline Woodrough. "A Study of Reading Interests of Young People in Industry," Unpublished Master's Thesis, Department of Education, University of Chicago, 1927.

Summarizes the findings of a study to determine the reading interests of young people in industry, 14 to 21 years of age, as revealed by their statements concerning the newspapers, magazines, and books read.

636
Lapoe, James L. "An Educational Objective," Educational Research Bulletin (Ohio State University), VI (May 25, 1927), 232-37.

Summarizes the results of several investigations relating to the reading interests of children and young people.

643
Meeker, Harold Llewellyn. "An Experiment in Teaching Pupils How to Answer Questions." Unpublished Master's Thesis, Department of Education, University of Chicago, 1926.

Presents the results of an experiment to determine methods of teaching high school pupils how to find answers to six types of questions.

652
Osburn, W. J. "A Study of Children's Interests." Madison, Wisconsin, State Department of Public Instruction, 1926, pp. 23. (Mimeographed).

Summarizes reports from 1,759 elementary school and high school pupils concerning magazines read recently, favorite books, and numerous other items.

656
Rasche, William F. "Methods Employed by Teachers and Librarians to Stimulate Interests in Reading." Unpublished Master's Thesis, Department of Education, University of Chicago, 1927.

Summarizes descriptions by teachers and librarians of methods used in stimulating reading interests and in elevating reading tastes.

657
Rejall, Alfred E. "Reading Vocabulary," Thirty and One Reading Tests for Voters and Citizenship, 49-69. New York, Noble and Noble, 1926.

Presents a list of the four thousand most essential words which every citizen and voter should know based on frequency of occurrence in various sources.

667
Symonds, Percival M. "Size of Recognition and Recall Vocabularies," School and Society, XXIV (October 30, 1926), 559-60.

Presents the results of a study in which thirty ninth-grade girls were given eight forms of the Thorndike test of word knowledge and one hundred completion sentences prepared specifically to measure vocabulary recall.

669
Thorndike, Edward L., Evans, Annie L., Kennon, Laura H. V., and Newcomb, Edith I. "An Inventory of English Constructions with Measures of Their Importance," Teachers College Record, XXVIII (February, 1927), 580-610.

Presents the results of a study of the frequency of 18,113 different English constructions found in forty-five literary units.

671
Touton, Frank C., and Heilman, Karl K. "Achievements of California High School Seniors in Reading Comprehension, Vocabulary, and Spelling." In Studies of Secondary School Graduates in Their Mastery of Certain Fundamental Processes, 1-20. University of Southern California Studies, Second Series, Number 1. Los Angeles, California, University of Southern California, 1927.

Presents an analysis of the results of the Thorndike-McCall reading scale and the Inglis test on English vocabulary given to 360 pupils.

673
Turrell, Amy W. "Interesting Pupils in Reading," Illinois Association of Teachers of English Bulletin, XIX (March-April, 1927), 19-28.

Reports the results of an inquiry among sixty-two teachers of English to determine the books and magazines of most value in creating in pupils a desire to read.

675
Walter, Henriette R. "Reading Interests and Habits of Girls," Girl Life in America, A Study of Backgrounds, 117-37. New York, National Committee for the Study of Juvenile Reading, 1927.

Reports the results of several formal and informal studies of the reading preferences and habits of adolescent girls.

676
Washburne, Carleton. "The Commonest Syllables," Journal of Educational Research, XIV (October, 1926), 199-205.

Reports the results of an analysis of the Thorndike word list to determine the commonest syllables.

680
Witty, Paul A., and Scruggs, S. D. "Reading Interests of Negro Children," University of Kansas Bulletin of Education, I (December, 1926), 7-11.

Reports the types of stories and the kinds of newspaper items most preferred by 1,455 Negro children in grades 4-9 in eleven schools.

681
Yoakam, Gerald A. "A Cooperative Experiment in Word Pronunciation," *University of Pittsburgh School of Education Journal*, II (January-February, 1927), 49-55.

Reports the findings of a study to determine the number of words of the first thousand in the Thorndike word list that can be pronounced by first-grade pupils.

July 1, 1925 to June 30, 1926

513
Alderman, Grover H. "Improving Comprehension Ability in Silent Reading," *Journal of Educational Research*, XIII (January, 1926), 11-21.

Reports the results of two sets of experiments in grades 4-8, inclusive, to determine the value of specific training in vocabulary, organization, and retention when given separately and together.

515
Atkins, Ruth E. "An Analysis of the Phonetic Elements in a Basal Reading Vocabulary," *Elementary School Journal*, XXVI (April, 1926), 596-606.

Reports the results of a study of the first 2,500 words of the Thorndike word list to determine the constancy of the pronunciation of word elements.

521
Chamberlain, Essie, and Carter, Bertha. *Annotated Home Reading List of the Illinois Association of Teachers of English*. Illinois Association of Teachers of English, University of Illinois, 1924. pp. 38.

Reports a list of books for high school pupils approved by librarians and teachers which have been read and enjoyed by many young people.

522
Cordts, Anna D. "Facts for Teachers of Phonics," *Elementary English Review*, III (April, 1926), 116-21, 125.

Summarizes important facts concerning the frequency of phonetic elements in a primary reading vocabulary.

527
Gates, Arthur I. "The Construction of a Reading Vocabulary for the Primary Grades," Teachers College Record, XXVII (March, 1926), 625-42.

Describes the steps taken in evaluating 2,781 word forms, or a total of about 4,300 words, on the basis of utility, interest, and difficulty.

537
Green, Jenny L. Reading for Fun. Boston, Richard G. Badger, 1925. pp. 206.

Reports conclusions based on studies carried on among several thousand children to determine what they liked to read and should read. Presents classified lists of books.

538
Jordan, A. M. "Children's Interests in Books and Magazines," Pedagogical Seminary, XXXII (September, 1925), 455-69.

Reports the results of a study of withdrawals for three months from eight children's libraries and of questionnaire replies from 3,598 children in four cities and towns.

539
Jordan, A. M. Children's Interests in Reading. Chapel Hill, North Carolina, University of North Carolina Press, 1926. pp. 104.

Summarizes earlier investigations of children's interests in reading and presents data supplementing the results of studies made in 1917-18 concerning books and magazines liked best.

541
Lehman, Harvey C. "Reading Books Just for Fun," School Review, XXXIV (May, 1926), 357-64.

Presents the results of a study to determine the amount of independent reading done by members of elementary-school, high-school, and college classes.

542
Livingston, Ralph. "The Interrelationships of the Vocabularies in Public-School Subjects," *Educational Research Bulletin* (Ohio State University), V (May 12, 1926), 208-13.

Reports the results of a comparison of the Pressey technical vocabularies in public school subjects and the Thorndike word list. Shows overlappings in Pressey's various lists.

559
Springsteed, Clara B. "Improving Speed and Comprehension in Reading," *Journal of Educational Method*, V (October, 1925), 48-52.

Reports the results of successful efforts to improve the speed and comprehension of reading of pupils in eighty-five classrooms in grades 4-8, inclusive.

561
Terman, Lewis M., and Lima, Margaret. *Children's Reading*. New York, D. Appleton and Co., 1926. pp. 364.

Discusses reading interests of children and presents lists of books based on an experimental study of children's reading with special reference to individual differences caused by age, sex, intelligence, and special interests.

562
Washburne, Carleton. "A Scientifically Graded Book List for Children," *Teachers Journal and Abstract*, V (January, 1926), 41-46.

Describes briefly the steps taken in a study to determine books appropriate for children of different ages and reading ability. Presents samples of the results.

564
Washburne, Carleton, and Vogel, Mabel. *Winnetka Graded Book List*. Chicago, American Library Association, 1926. pp. 286.

Includes a list of approximately seven hundred books approved by children's librarians and reported on favorably by 36,750 children of various ages and degrees of reading ability.

565
Washburne, Carleton, and Vogel, Mabel. "What Books Fit What Children," *School and Society*, XXIII (January 2, 1926), 22-24.

Presents the results of a detailed study involving 36,750 children to determine the books which are read and enjoyed by children of various ages and degrees of reading ability.

566
Worcester, D. A. "The Ability to Follow Oral and Written Directions," Educational Research Bulletin (Ohio State University), IV (September 9, 1925), 250-51.

Reports the results of a study of the ability of 220 college freshmen to follow directions when presented orally and in writing.

July 1, 1924 to June 30, 1925

439
Alderman, Grover H. "Improving Comprehension Ability in Silent Reading," Eleventh Annual Conference on Educational Measurements, 28-37. Bulletin of the Extension Division, Vol. XI, No. 3, Bloomington, Indiana, University of Indiana, 1925.

Describes the effect of daily training in comprehension given to 1,933 pupils in grades 4 to 8, inclusive.

442
Beall, Ross H. "The Vocabulary of Certain Primary Reading Tests as a Factor Limiting Their Validity." Unpublished Master's Thesis, University of Iowa, 1924.

Reports the results of a study to determine the distribution of vocabulary difficulties in three primary reading tests and the effect of these difficulties on the ability to score on different parts of the tests.

448
Cordts, Anna D. "An Analysis and Classification of the Sounds of English Words in a Primary Reading Vocabulary." Unpublished Doctor's Thesis, University of Iowa, 1925.

Summarizes earlier investigations in the field of phonetics and presents an elaborate analysis of the phonetic elements of the words used in forty-two readers for the first three grades.

452
Dewey, Godfrey. Relative Frequency of English Speech Sounds. Harvard Studies in Education, IV. Cambridge, Massachusetts, Harvard University Press, 1923. pp. 148.

Reports the results of an analysis of 100,000 words of connected matter to determine the relative frequency of occurrence of the various simple sounds and commoner sound combinations - syllables and words.

455
Dransfield, J. Edgar. "A Technique for Teaching Silent Reading," Teachers College Record, XXVI (May, 1925), 740-52.

Reports the results of an investigation involving ten experimental groups and ten control groups to determine the effect of a technique of teaching through standard and informal testing on progress in comprehension.

457
Fishback, Archer W. "The Effect of Different Types of Discourse on Comprehension Ability in Silent Reading." Unpublished Master's Thesis, School of Education, Indiana University, 1925.

Reports the results of an experiment among more than two hundred fourth- and fifth-grade pupils to determine the effect of well-written and poorly-written material on comprehension.

458
Gates, Arthur I. "A Test of Ability in the Pronunciation of Words," Teachers College Record, XXVI (November, 1924), 205-19.

Describes the steps taken in organizing and standardizing a word-pronunciation test. Presents correlations between this test and other verbal tests. Considers causes of difficulty in word recognition.

462
Grant, Emma B., and White, Margaret L. "Reading Interests Compared with the Content of School Readers - A Study of Reading in the Primary Grades," Teachers College Record, XXVI (February, 1925), 480-97.

Presents the results of an analytical study of the types of selections found in fifteen school readers in general use today.

463
Grant, Emma B., and White, Margaret L. "A Study of Children's Choices of Reading Materials," Teachers College Record, XXVI (April, 1925), 671-78.

Compares the types of selections in fifteen school readers with the types preferred by six hundred children in the primary grades in different sections of the country.

466
Hansen, Einar A. "The Effect of Certain Changes in Punctuation on Comprehension." Unpublished Doctor's Thesis, University of Iowa, 1925.

Reports the results of a series of experiments with two comparable groups of sixth-grade pupils to determine the effects of changes in three uses of the comma.

467
Kelty, Mary G. "Time Expressions Comprehended by Children of the Elementary School," Elementary School Journal, XXV (March and April, 1925), 522-28, 607-18.

Part I reports the results of an analysis of the vocabularies of one hundred primers and readers for the primary grades to determine the time expressions used in children's literature. Part II presents the results of tests given to fourth-, fifth-, and sixth-grade pupils to determine their comprehension of time expressions.

468
Kimmel, William G. "Testing Pupil Progress in Community Life English," Studies in Secondary Education, II, 46-59. Supplementary Educational Monographs, No. 26. Department of Education, University of Chicago, 1925.

Presents the results of practice exercises in silent reading, discusses the reading interests of pupils, and reports the amount of material read by community life English classes.

472
Lester, John A. "Spelling Ability and Meaning Vocabulary as Indications of Other Abilities," Journal of Educational Psychology, XVI (March, 1925), 175-81.

Reports the results of studies of the correlation of spelling ability and meaning vocabulary with class marks in five high school subjects.

475
MacGillivray, Malcolm E. "The Diagnosis by the Aid of Tests of the Ability of High School Students in English," School and Society, XX (October 11, 1924), 776-78.

Reports correlations between results of mental and achievement tests and accomplishments in English which are measured more or less directly.

479
Monmouth, Rennetta A., Isbell, Alma E., Jenkins, Helen B., and Pieters, Charles E. "Vocabulary Difficulties," *Educational Research Bulletin* (Ohio State University), III (October 15, 1924), 279-81.

Reports the results of studies in elementary and junior high schools to determine vocabulary difficulties in solving arithmetic problems.

485
Pendleton, Charles S. *The Social Objectives of School English*. Nashville, Tennessee, George Peabody College for Teachers, 1924. pp. 226.

Presents the results of an exhaustive study of the aims of teaching English, including oral and silent reading.

487
Pressey, Luella C. "The Determination of the Technical Vocabulary of the School Subjects," *School and Society*, XX (July 19, 1924), 91-96.

Reports the results of studies of the technical vocabularies of school subjects. Emphasizes the importance of giving specific attention in teaching to vocabulary problems.

488
Rasche, William F. *The Reading Interests of Young Workers*. Vocational Educational Monograph Number 9. Milwaukee, Wisconsin, Milwaukee Vocational School. pp. 102.

Reports the results of a study among 7,065 young workers more than fourteen years of age and less than eighteen to determine the nature and amount of their book, magazine, and newspaper reading.

497
Terman, Lewis M. "Reading Interests," *Genetic Studies of Genius*, Vol. I, Chap. XV. Stanford University, California, Stanford University Press, 1925.

Reports the amount and the character of the reading of one thousand gifted children and of a control group, as reported by parents, by teachers, and by the children. Includes illuminating analyses and comparisons.

498
Thorndike, Edward L., and Symonds, Percival M. "Difficulty, Reliability, and Grade Achievements in a Test of English Vocabulary," Teachers College Record, XXIV (November, 1923), 438-45.

Describes the procedure in standardizing a test of ability to recognize the meaning of words. Discusses reliability and effect of practice and presents norms of achievement.

506
Weiser, A. B., and Ashbaugh, E. J. "What Books Do Junior and Senior High School Students Read," Educational Research Bulletin (Ohio State University), III (September 17, 1924), 223-28.

Reports the results of a study among 2,599 junior and senior high school pupils of Franklin County, Ohio, to determine the number of books read during a year, their character, and the books preferred by the pupils.

507
Weiser, A. B., and Ashbaugh, E. J. "What Do Junior and Senior High School Pupils Read," Educational Research Bulletin (Ohio State University), III (October 1, 1924), 250-53, 265-66.

Reports the results of a study among 2,599 junior and senior high pupils of Franklin County, Ohio, to determine the amount and kind of their magazine and newspaper reading and the various kinds of reading done by other members of their families.

1900 to June 30, 1924

2
Abbott, Allan. "Reading Tastes of High School Pupils," School Review, X (October, 1902), 585-600.

Summarizes preferences of 2,469 pupils for books on a recommended list containing 178 titles.

5
Alderman, Grover H. "The Effect of Certain Kinds of Drill Exercises on Comprehension," Tenth Conference on Educational Measurements, 12-25. Bulletin of the Extension Division, Vol. VIII, No. 11. Bloomington, Indiana, Extension Division, Indiana University, 1923.

Describes an experiment carried on in grades 4 to 8 for six weeks to determine the effect of three types of drill work on comprehension.

8
Anderson, Roxanna E. "A Preliminary Study of the Reading Tastes of High School Pupils," Pedagogical Seminary, XIX (December, 1912), 438-60.

Summarizes answers of 588 pupils to questionnaire concerning their reading interests, habits, and tastes.

21
Bell, J. Carleton, and Sweet, Itasca B. "The Reading Interests of High School Pupils," Journal of Educational Psychology, VII (January, 1916), 39-45.

Summarizes reports from 165 boys and 275 girls concerning the books which they had read and their reasons for selecting the books for which they had indicated a preference.

37
Bonser, Frederick, Burch, L. H. S., and Turner, Margaret R. "Vocabulary Tests as Measures of School Efficiency," School and Society, II (November 13, 1915), 713-18.

Presents the results of vocabulary tests in several schools and discusses probable causes of differences in accomplishment.

39
Breed, Frederick S. "A Comparison of Two Methods of Measuring Comprehension in Reading," School and Society, VII (March 2, 1918), 266-70.

Compares scores on the Starch and the Thorndike reading tests in order to determine the validity of the tests and the relation between the abilities tested.

44
Brown, M. Ethel. "A Mastery Vocabulary in Primary Reading," The Problems of the Elementary School Principal in the Light of the Testing Movement, 296-206. Second Yearbook of the Department of Elementary School Principals, Vol. II, No. 4. Washington, Department of Elementary School Principals of the National Education Association, 1923.

Describes the procedure adopted to determine a list of words for mastery each semester when using the Winston readers as basic texts.

47
Burbank, E. D. "Phonetics in the Elementary Grades for Teachers of Normal Children," *Volta Review*, XXII (March, April, May, and June, 1920), 113-16, 217-20, 274-78, 323-27.

Discusses the science of phonetics in a form that will make it available for teachers of the primary grades.

58
Case, Luther. "Two Standardized Tests for Measuring Comprehension in Ninth-Grade Reading." Unpublished Master's Thesis, Department of Education, University of Chicago, 1920.

Describes the procedure in standardizing two reading tests. Presents correlations between the results of these tests and class marks.

61
Chambers, Will Grant. "How words Get Meaning," *Pedagogical Seminary*, XI (March, 1904), 30-50.

Summarizes the results of tests given to 2,922 pupils to determine vocabulary development during school life.

63
Childs, H. G. "A Half-Year's Progress in the Achievement of One School System," *Standards and Tests for the Measurement of the Efficiency of Schools and School Systems*, 79-83. Fifteenth Yearbook of the National Society for the Study of Education, Part I. Chicago, University of Chicago Press, 1916.

Presents the results of the Thorndike visual vocabulary test in the case of 754 pupils in grades 4 to 8, inclusive.

67
Cook, Elizabeth C. "An Experiment in the Teaching of College English," *Teachers College Record*, XIX (March, 1918), 131-46.

Describes an experiment to determine the effect of freedom in the choice of reading material.

69
Courtis, S. A. "Standard Tests in English," *Elementary School Teacher*, XIV (April, 1914), 374-92.

Presents the results of several English tests. Suggests standards of accomplishment. Compares rate of normal reading with rate of careful reading.

75
Currier, Lillian B., and Duguid, Olive C. "Phonics or no Phonics," *Elementary School Journal*, XVII (December, 1916), 286-87.

Presents the results of an experiment in the first and second grades to determine the advantages and limitations of phonetics in teaching reading.

76
Dallenbach, Karl M. "The Effect of Practice Upon Visual Apprehension in School Children," *Journal of Educational Psychology*, V (June and September, 1914), 321-34, 387-404.

Describes an experiment to determine the effect of practice on visual perception in the case of second-grade children.

85
Ducker, Mabel L. "The Present Status of the Teaching of Phonics as Shown by an Analysis of Eighteen Reading Manuals." Unpublished Master's Thesis, Department of Education, University of Chicago, 1920.

Presents a summary of recommendations concerning the aims of phonetics, the most important elements to be emphasized, and methods of teaching.

87
Dunn, Fannie W. *Interest Factors in Primary Reading Material*. Teachers College Contributions to Education, No. 113. New York, Teachers College, Columbia University, 1921. pp. 70.

Summarizes investigations of children's interests in reading and reports the results of an experiment to determine interest factors in primary reading.

88
Eaton, H. T. "What High School Students Like To Read," *Education*, XLIII (December, 1922), 204-9.

Summarizes replies from 176 third- and fourth-year high school pupils showing the amount and kind of outside reading.

90
English Department, University High School, University of Chicago. "Differentiating Instruction in Ninth-Grade English," *School Review*, XXVII (December, 1919), 772-88.

Describes the methods and results of an experiment in differentiating instruction on the basis of the accomplishments of pupils.

91
Erickson, C.I., and King, Irving. "A Comparison of Visual and Oral Presentation of Lessons in the Case of Pupils from the Third to the Ninth Grades," *School and Society*, VI (August 4, 1917), 146-48.

Reports the results of a study with 106 pupils to determine the relative merits of visual and oral presentation of lessons.

105
Gates, Arthur I. *The Psychology of Reading and Spelling*. Teachers College Contributions to Education, No. 129. New York, Teachers College, Columbia University. 1922. pp. 108.

Presents the results of detailed investigations to determine the nature of specific difficulties in reading and spelling and the remedy for each.

106
Gates, Arthur I. "Study of Depth and Rate of Comprehension in Reading by Means of a Practice Experiment," *Journal of Educational Research*, VII (January, 1923), 37-49.

Discusses the results of experiments in grades 3 to 6, inclusive, to improve comprehension.

111
Germane, Charles E. "The Value of the Controlled Mental Summary as a Method of Studying," *School and Society*, XII (December 11, 1920), 591-93.

Presents the results of an experiment with 88 college students and with 156 pupils in grades 6 to 8, inclusive, to determine the merits of two methods of study.

112
Germane, Charles E. "Outlining and Summarizing Compared with Re-Reading as Methods of Studying," *Report of the Society's Committee on Silent Reading*, 103-12. Twentieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois, Public School Publishing Co., 1921.

Reports the results of four experiments to determine the merits of two methods of study, three of the experiments including elementary-school pupils and one experiment including college students.

117
Giles, F. M. "Investigation of Study Habits of High School Students," *School Review*, XXII (September, 1914), 478-84.

Reports the answers to questions submitted to more than 250 high school pupils concerning their reading and study habits.

122
Ginn and Company. *A Few Facts About Phonetics*. New York, Ginn and Co., 1915. pp. 12.

Discusses the results of an analysis of 2,396 words to determine the common phonetic elements.

123
Gist, Arthur S. "Silent Reading," *Elementary School Journal*, XVIII (September, 1917), 52-55.

Reports the results of efforts to improve speed and comprehension in grades 5 to 8, inclusive.

136
Gray, William S. "The Relation Between Study and Reading," *Addresses and Proceedings of the National Education Association*, LVII (1919), 580-86.

Summarizes the results of a study of the uses made of reading in preparing high school assignments. Discusses the relation between reading and study.

148
Gregory, C. A. "The Reading Vocabularies of Third-Grade Children," *Journal of Educational Research*, VII (February, 1923), 127-31.

Reports the results of a study to determine the minimum reading vocabularies required by the Oregon state course of study for the first three grades as a unit.

153
Haggerty, M. E. "Scales for Reading Vocabulary of Primary Children," *Elementary School Journal*, XVII (October, 1916), 106-15.

Describes the procedure in preparing scales for measuring the reading vocabulary of primary children.

165
Henmon, V. A. C. "Improvement in School Subjects Throughout the School Year," *Journal of Educational Research*, I (February, 1920), 81-95.

Reports the improvement during a year in reading, writing, spelling and arithmetic in grades 2 to 6, inclusive.

166
Henmon, V. A. C. "An Experimental Study of the Value of Word Study," *Journal of Educational Psychology*, XII (February, 1921), 98-102.

Presents the results of an experiment with fifty-four high school pupils and a control group to determine the value of no word study.

170
Hill, Howard C. "Opportunities for Correlation Between Community Life and English, I," *School Review*, XXX (January, 1922), 24-36.

Describes the organization, methods, and materials of a high school course in community life and English. Shows the amount read in various semesters.

171
Hilliard, George H. *Probable Types of Difficulties Underlying Low Scores in Comprehension Tests*. University of Iowa Studies in Education, Vol. II, No. 6. Iowa City, Iowa, University of Iowa, 1924. pp. 60.

Summarizes investigations concerning difficulties in comprehension. Presents results of studies of relation of six abilities to comprehension.

176
Hoover, J. H. "Motivated Drill Work in Third Grade Silent Reading," *Report of the Society's Committee on Silent Reading*, 77-89. Twentieth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois, Public School Pusblishing Co., 1921.

Describes the effects of motivated drill in silent reading in the case of 1,139 pupils. Effects measured in terms of speed and comprehension.

178
Horn, Ernest. "The Relation of Silent Reading to Efficiency in Study," *American Education*, XXIII (April, 1920), 348-51.

Describes briefly the relation between silent reading and study.

182
Housh, E. T. "Analysis of the Vocabularies of Ten Second Year Readers," Third Report of the Committee on Economy of Time in Education, 40-45. Seventeenth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Illinois, Public School Publishing Co., 1918.

Presents facts concerning the common vocabulary of ten readers and the relation between the vocabularies of method readers and content readers.

187
Hughes, Frances M. "A Survey of the Reading Interests of the Pupils of the Madison, Wisconsin, High School," Education, XLIV (March, 1924), 437-48.

Presents the results of a study among 1,500 high school pupils to determine the books which they read for school credit and the books which they read otherwise.

188
Hulten, C. E. "A Study of the Speed of Upper Grade Reading," Journal of Educational Research, X (September, 1924), 141-48.

Reports the results of a study among eighty-four sixth- and seventh-grade pupils to determine the effect of the purpose of reading on rate.

197
Jones, Robinson G. "Standard Vocabulary," Minimum Standards and Current Practices in the Formal Subjects, 37-43. Fourteenth Yearbook of the National Society for the Study of Education, Part I. Chicago, University of Chicago Press, 1915.

Describes the procedure in deriving a standard vocabulary for use in measuring the ability of primary pupils to pronounce words at sight.

199
Jordan, Arthur M. Children's Interests in Reading. Teachers College Contributions to Education, No. 107. New York, Teachers College, Columbia University, 1921. pp. 144.

Reviews studies of children's interests in reading and reports the results of two investigations.

200
Jordan, R. H. "A Three-Fold Experiment in High School English," English Journal, X (December, 1921), 560-69.

Describes the tests used and presents the results secured in a study of ability to interpret current events.

204
Judd, Charles H., and Buswell, Guy T. Silent Reading: A Study of the Various Types. Supplementary Educational Monographs, No. 23. Chicago, Department of Education, University of Chicago, 1922. pp. 160.

Discusses effect on reading habits of changes in the content and purpose of reading, distinguishes analytical study from reading, and describes characteristic eye-movements in reading foreign languages.

218
King, Irving. "A Comparison of Slow and Rapid Readers," School and Society, IV (November 25, 1916), 830-34.

Reports the results of an experiment to determine the effect on comprehension of increasing the speed of reading.

219
King, Irving. "A Comparison of the Efficiency of Slow and Rapid Readers," School and Society, VI (August 18, 1917), 203-4.

Reports the results of experiments to determine the effect on comprehension of increasing the speed of reading.

221
Kirkpatrick, E. A. "A Vocabulary Test," Popular Science Monthly, LXX (February, 1907), 157-64.

Discusses the organization, validity, and results of a vocabulary test made up of words selected from a dictionary.

222
Kirkpatrick, J. E. "What They Read," School and Society, XII (December 4, 1920), 559-60.

Summarizes the types of reading reported by 453 University of Michigan students.

224
Koch, Hazel E. "The Value of Books Recommended for High School Students in Widening the Geographical Horizon," School Review, XXX (March, 1922), 193-98.

Shows the extent to which books recommended in English widen the geographical horizon of high school pupils.

227
Lane, R. H. "Reading," First Year Book of the Division of Educational Research, Chapter II. School Document No. 13. Los Angeles, Los Angeles City School District, 1918.

Reports studies of rate and comprehension in oral and silent reading and of the vocabularies of basal primers.

228
Lane, R. H. "Reading," Second Year Book of the Division of Educational Research, Chapter II. School Document No. 21. Los Angeles, Los Angeles City School District, 1919.

Includes a report of a study of primers and first readers and a desirable minimum vocabulary.

236
Lively, Bertha A., and Pressey, S. L. "A Method for Measuring the 'Vocabulary Burden' of Textbooks," Educational Administration and Supervision, IX (October, 1923), 389-98.

Discusses a proposed method of measuring the vocabulary burden of textbooks.

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Research on Reading in the Content Fields:
Literature

6136
Aaron, I. E. "Developing Reading Competencies Through Social Studies and Literature," Reading as an Intellectual Activity, 8 (1963), 107-10.

Discusses reading in Literature and Social Studies as a question of mastery of basal reading skills.

5048
Aukerman, Robert C. "Readability of Secondary School Literature Textbooks: A First Report," English Journal, 54 (September 1965), 533-40.

A total of 66 secondary school literature anthologies of recent copyright and currently in use in America's secondary schools was studied. The problems involved in developing a valid measure of the readability of literature are discussed. The incidence of word difficulty for each book studied and the degree of mechanical complexity in terms of percentage of complexity and average sentence length are presented. When the various factors of readability were tabulated and converted into weighted totals, the anthologies were ranked from most difficult to easiest. The ranking in this first report is based upon the weighted total raw scores and does not represent grade levels. Tentative conclusions drawn from the figures are offered. A table is included in which the data found for each book is presented. The adoption of a multi-text approach to the teaching of literature is urged, and further, longitudinal study is encouraged.

5059
Blount, N. S "The Effect of Selected Junior Novels and Selected Adult Novels on Student Attitudes Toward the "Ideal" Novel," Journal of Educational Research, 59 (December 1965), 179-82.

Possible differences in student perceptions of the ideal novel that might be associated with the reading of typical novels were investigated. Three classes of ninth-grade students and three classes of tenth-grade students enrolled in a Florida public school participated in the study. The total number of subjects retained at the conclusion of the study was 159. Eighty-six were in the group reading junior novels and 73 were in the group reading adult novels. The Q-sort method was used to develop an instrument to measure attitude toward the novel. The Kendal coefficient of concordance (W) was used to obtain a measure of commonality of judgments for 18 experts in English education. Two treatments were used. Forty-four ninth-grade students and 42 tenth grade students read a junior novel every two weeks for a total of six weeks; forty-one ninth-grade students read one adult novel every two weeks for a period of six weeks. Analysis of covariance was used to analyze the data. Results are listed. For this population, the junior novel was at least as effective as, if not more effective than, the adult novel in bringing the students' perception of the ideal novel into agreement with the experts' perception of the ideal novel. Also, certain characteristics of the novel seemed more important determiners of the novel's impact than did factors which inhere in the reader or in the setting of the reading of the novel. Tables are included.

5065
Bormuth, J. R., and MacDonald, O. L. "Cloze Tests as a Measure of Ability to Detect Literary Style," Reading and Inquiry, Proceedings of the International Reading Association, J. A. Figurel, (Ed.), 10 (1965), 287-90.

This study concerns the relationship of cloze test scores and (1) ability to detect the author's style, and (2) the correlation of scores with the author's style after reading the book with scores on the test given before reading the book. Subjects, 150 female freshmen and sophomore college students, were enrolled in a literature course. Two cloze tests were constructed, using four 250-word passages from Barchester Towers, by Trollope. A similar pair of tests was made for Of Mice and Men, by Steinbeck. Four weeks elapsed between initial and re-tests during which time the selections were read. Scores on the two sets of tests were analyzed separately, using the Pearson product moment correlation technique, with corrections made using the Spearman-Brown formula. Results indicate a positive relationship between scores and detection of the author's style, with strong presumption that personal sensitivity may determine how well one may perform on the test. Also, cloze tests appear to be as valid when administered before the materials are read as is true after study of the same materials. Three references are included.

3390
Britton, J. N. "Evidence of Improvement in Poetic Judgement," British Journal of Psychology, XLV (August 1954), 196-208.

A study was conducted to measure the responses of a number of people to "goodness" and "badness" in poetry to discover if, after retesting, there would be an improvement in poetic judgment. A battery of eight short poems by modern writers and seven counterfeit poems prepared for the occasion was presented to 221 raters, 18 of whom were considered experts. The eight true poems represented four categories based upon two bipolar factors extracted in an experiment by H. J. Eysenck (1940): simple and complex poetry, and poetry of restrained and abandoned feelings. Raters arranged the poems in the order of their preference and gave comments in explanation. Of the original raters, 120 carried out the process again four to six months later. Preference orders were converted into scores roughly representing the frequencies of normal distribution. The experts showed a significant preference for true poems and for restrained poems and either for complex poems or for simple poems.

The whole sample of 221 raters showed no discrimination in favor of true poems as a class, but were significantly influenced by all four of the bipolar categories. Methods of analysis and complete results are described. Tables, references, and details of test items are included.

3178
Burton, Dwight L. "The Relationship of Literary Appreciation to Certain Measurable Factors," Journal of Educational Psychology, XLIII (November 1952), 436-39.

The relationship of literary appreciation to verbal and nonverbal intelligence, silent reading ability, and socio-economic status was investigated. A series of tests measuring intelligence, silent reading ability, and literary appreciation were administered to 190 twelfth-grade students in three Minnesota high schools. Tests used were the California Test of Mental Maturity, Iowa Silent Reading Test, Carroll Prose Appreciation Test, Burton Short Story Comparison Test, and Burton Short Story Choice Test. The Minnesota Occupational Scale was used to classify the students according to socio-economic status. Coefficients of correlation were computed among scores on the various measures. Verbal intelligence and silent reading ability are important factors in appreciation of literature, while nonverbal intelligence has negligible relationship to literary appreciation. Results indicate the presence of a factor of appreciation of literature separate from intelligence and reading skill. Socio-economic background determines to some extent a student's ability to appreciate literature. Also, literary appreciation tends to be specific. A table of correlation coefficients and references are included.

4209
Collins, Ray. "The Comprehension of Prose Materials by College Freshmen When Read Silently and When Read Aloud," Journal of Educational Research, 55 (October 1961), 79-82.

Possible differences in amount of comprehension between the oral reading and silent reading of certain prose material at seven levels of difficulty were investigated. Seven stories at different levels of reading difficulty, from grade school level to upper division college level, were selected. Of the 60 subjects, second semester freshmen ,from speech classes at San Jose City College, 30 were administered the oral reading experiment and 30 the silent reading experiment. The comprehension of the prose material was shown to be greater in the oral presentation, according to the difference between the means, but only three of these differences were significant. When the scores for the seven stories were combined, a "very significant" difference between the means was found in favor of the oral reading method. Conclusions and implications for education are drawn from the findings. Tables and references are included.

5410
Cooper, David. "Implications from Semantics for the Teaching of Mature Reading Skills in Secondary-School English Classes," Ed.D., Stanford University, 1963. XXIV, No. 3, 1085. (Order No. 63-6407, Microfilm $2.75; Xerography $8.20, 178 pages.)

The semantic aspects of reading and the literature of semantics were examined to propose objectives for a program for developing maturity in reading. Goals of a reading program in secondary schools were drawn from psychological and educational research, and recommendations of specialists in reading, general education, and English teaching. The literature of semantics provided a source of theories about language such as the processes of symbolization; the purposes of language; the nature of abstraction, classification and metaphor; and the role of context in meaning. The 51 objectives for a secondary-school reading program are described in terms of the semantic insights required of mature readers, and are consistent with those objectives of general education and the teaching of English. It was felt that, among other things, the mature reader should react to words as symbols for things and ideas, and not as the things themselves; distinguish among the purposes of discourse; recognize shifts in meaning with changes in context; regard any description or definition as partial and be conscious of additional characteristics left out as statements and terms become increasingly abstract; analyze metaphors to determine the nature of the parallel relationship which is being borrowed; and determine whether a particular use of symbols is primarily referential or emotive. It was concluded that secondary-school teachers should assume greater responsibility in developing reading expository skills as well as literary materials. Semantic theory is an important source of objectives for such a program.

3500
Craig, James C. "The Readability of Children's Literature," A Report of the Tenth Annual Conference on Reading, University of Pittsburgh, July 12-July 23, 1954, pp. 113-24. Pittsburgh, Pennsylvania: University of Pittsburgh.

The conclusions of a study of the readability of 306 best-selling novels in American from 1662 to 1945 were applied to children's literature. The Yoakam Readability Formula based on a weighted vocabulary difficulty was applied to 306 novels listed in Mott's Golden Multitudes to determine the relationship between the vocabulary load of a book and its readability. Difficulty levels ranging from 3.2 to 15.6 were found, but no evidence of any overall trends in difficulty was observed. Special emphasis was given to books on Mott's list which also appeared on the Carnegie List of 100 Best Books, to the 21 all-time bestsellers, and to bestselling poetry. Children's books were discussed according to three classifications: (1) books written for children, (2) books not written for children which children have read and liked, and (3) books which librarians and teachers consider good for children. The influence of background on children's ability to read more difficult books was discussed. A list of 47 children's books and their reading levels is provided. It was concluded that a guided reading program based on the reading levels of individual students is preferable to required reading. References are given.

4844
Deverell, A. Frederick. Canadian Bibliography of Reading and Literature Instruction (English) 1760 to 1959. Vancouver: Copp Clark Publishing Company, Ltd., (1963) 241 + viii.

A comprehensive bibliography of articles, books, and other materials from the period of 1760 to 1959 about the teaching of reading and literature and the development of materials needed for instruction is presented. The bibliography is divided into the following sections: reading achievement, difficulties, history, methods, psychology, remedial, testing, vocabulary studies, reading and handwriting, reading and language, reading and spelling, reading in commercial and business education, reading in modern and ancient language, readers, libraries, book reviews, books for children and youth, reading and literature: teaching procedures, reading and philosophy of education, and source materials. Government documents are not included.

3099
Durost, Walter N. "Issues in the Measurement of Literature Acquaintance at the Secondary-School Level," Journal of Educational Psychology, XLIII (January, 1952), 31-44.

Part I of the Literature Acquaintance Test is designed to measure the extent to which high school pupils are familiar with a list of 120 literature classics and neoclassics taken from the recommended reading list of the National Council of Teachers of English. In this test, pupils are asked to choose from among three titles the title from which a carefully selected excerpt or episode comes. The test was administered to from 500 to 700 pupils in each grade from 9 through 12. The sample was spread through six communities in four states and was representative with respect to intelligence as measured by the Terman-McNemar Test of Mental Ability. The results showed the test to be a valid measure of acquaintance with the list of titles. It was concluded that, in so far as the 120 titles included in the test were concerned, the high school pupils in the sample tested were not knowledgeable or informed.

6329
Early, Margaret & Odland, Norine. "Literature in the Elementary and Secondary Schools," Review of Educational Research, I (1967), 37, 178-85.

This survey of research reviews student response to literature, sources of material, and time devoted to the teaching of literature. The area of test construction for measuring understanding, interpretation, evaluation, and literary taste is included. The development of more adequate research methodology for the study of the effects of reading literature and of teaching is urged. A bibliography is included.

2901
Eppel, E. M. "A New Test of Poetry Discrimination," British Journal of Educational Psychology, XX (June, 1950), 111-16.

To determine differences in the ability to discriminate poetical quality among the sexes and among high school and university students, a test of poetic discrimination was constructed. English teachers in Glasgow eliminated poems read in their schools from a list of 78 poems. From each of 46 remaining poems, a line or couplet was extracted and presented beside the context with weakened variations. Twenty-five experts evaluated the quality of the variations and the directness or obliqueness of the items and selected 10 direct and 10 oblique items for inclusion in the final form which was administered to five male groups of 60 each and five female groups of 60 each. Results were statistically treated, and conclusions were drawn. (1) For both sexes, poetic discrimination developed consistently throughout and beyond adolescence. (2) Significant differences in the ability between 17-year-olds and graduate students might be due to the selection involved or to training and cultural background. (3) At most group levels, the females scored higher than the males. (4) While the early-adolescence group preferred direct items, the later-adolescence group had more liberal tastes, and the adult group preferred oblique items.

3017
Gunn, Douglas G. "Factors in the Appreciation of Poetry," British Journal of Educational Psychology, XXI (June, 1951), 96-104.

The hypothesis that artistic appreciation of poetry expresses itself through tendencies other than those uniquely esthetic was tested. Subjects were 61 students ages 14 through 17 from the Glasgow Senior High School. Nine qualities to be found among 19 poems of 32 lines or less were selected for analysis and were presented during regular English class periods. Ratings for each quality were made on a 5-point scale. A comparison of these ratings was made with those of a 52-member Honors group at Glasgow University. Totals for qualities were intercorrelated by the rank-difference formula and factor-analyzed by the simple summation method. Results indicated that "Liking" was the general factor and was dependent upon "Emotional Effect," "Mode of Expression," and "Appeal of the Subject." As maturity advanced, "Comprehension" dropped to the lowest place. "Liking" may be considered indicative of literary appreciation. Also, there was a marked similarity between selected factors for poetry and those previously found for experiments with pictures and music. Seventeen references are included.

5160
Homze, Alma. "Interpersonal Relations in Children's Literature 1920-1960," Elementary English, 43 (January, 1966), 26-28, 52.

The behavioral patterns, backgrounds, and themes of children's realistic trade books were identified. Nine categories of interpersonal behavior were developed and defined in this investigation of changes in content of children's books published within a period of 40 years, 1920-60. From 780 samples reviewed by the examiner, three judges selected 78 books portraying characters exhibiting believable behavior. The book analysis was based upon the verbal reaction between two or more characters within each of 10 sections for each book. Each item was computed for each year, and the average percentages for the 1920-40 and 1945-60 periods were calculated. The reliability of the system of analysis was examined by two judges. Changing relationships between the child-adult, in the child-child behavioral patterns, and among the individual and the family, the peer group, and society were noted.

6147
Huck, Charlotte S. "Components of a Beginning Literature Program," Reading and Inquiry, 10 (1965), 68-70.

States that an elementary school literature program should be sequentially planned; as carefully as any reading or arithmetic program.

4650
Huus, Helen. "Interpreting Research in Children's Literature," Children, Books and Reading, pp. 123-45. Perspectives in Reading No. 3, Newark, Delaware: International Reading Association, 1964.

Research studies in the field of children's literature are interpreted. Studies are organized into five categories relating to (1) reading preferences, (2) poetry, (3) mass media, (4) reading materials, and (5) the effects of reading. Conclusions of various interest studies are summarized, and the importance of parents and teachers in affecting reading preferences is noted. Studies dealing with children's preferences in poetry, methods of teaching poetry and the ability of children to judge poetry are listed. Studies dealing with the influence of magazines, newspapers, comics and television on the preferences and patterns of children's reading are summarized. An analysis of children's preferences in illustrations and of the content and quality of the reading materials is given. A short discussion of work done on the effects of reading and especially on bibliotherapy is included.

6151
Jenkins, William A. "Reading Skills in Teaching Literature in the Elementary School," Improvement of Reading Through Classroom Practice, 9 (1964), 324-325.

Discusses ten vital reading skills that must be considered when teaching literature.

4935
McDonald, Arthur S., editor. "Research for the Classroom: The Reading of Literature," (Robert E. Shafer.) Journal of Reading, 8 (April, 1965), 345-49.

Research dealing with the effects of a work of literature on readers is summarized. Five categories describing some important effects of reading are listed: instrumental, reinforcement, prestige, aesthetic responses, and escape. The effects of literature in nurturing and enlarging children's day-dreams are described, and the effects on children and adolescents of literature which represents extremes of good and bad are discussed. In general, it is noted that many effects are often personal and original and that the same piece of literature may produce different effects on the same student at different periods of development. This piece of literature may also produce different effects of different students. The problems in this area which need to be examined are (1) the effects of reading literature on an individual's deeper feelings and on his behavior, (2) the effects of the same passage on different persons, and (3) the effects of different pieces of literature on the same person at various stages of his psychological and physical development.

2941
Michael, William B., Rosenthal, Bernard G., and De Camp, Michael A. "Experimental Investigation of Prestige-Suggestion for Two Types of Literary Material," Journal of Psychology, 28 (1949), 303-323.

The influence of prestige-suggestion upon the declared preference of college students for literary selections was studied. Three groups, two experimental and one control, were formed from 120 Princeton undergraduates. Two experiments were conducted. One was conducted with prose, and the other with poetry. All subjects were asked to rank in order of preference 12 well-known authors (poets). One week later they were asked to rank in like manner 12 unsigned prose (poetry) selections. Three weeks later, the experimental groups were presented with two different arrangements of the prose (poetry) selections and the purported authors. One arrangement matched the most preferred selection with the least preferred author, and so on. The second arrangement matched the most preferred selection with the most preferred author and so on. Controls were again given the unsigned literary selections and were asked to rank them as before. All subjects were given the list of authors (poets) and were asked to rank them as before. Three statistical procedures were employed to analyze the data. The traditional prestige-suggestion thesis was not supported. Preferences of the subjects appeared to depend not upon the prestige of the writers associated with the selections, but upon what the individual liked.

4457
National Conference on Research in English, Development of Taste Literature (Nila B. Smith, Chairman), Research Bulletin of the National Conference on Research in English. Champaign, Ill.: NCTE, 1963. (I)

This research bulletin was prepared by tha National Council on Research in English on the subject of development of taste in literature. The introduction, which deals with the need to develop literary taste, is followed by three articles dealing with the development of taste in the elementary grades, junior high school, and senior high school. Elements inherent in the development of tastes, reports of research studies, suggestions for the classroom teacher, factors, materials, and methods affecting taste, and areas needing research are discussed. A bibliography is included.

5228
Nelson, R. C. "Children's Poetry Preferences," Elementary English, 43 (1966), 247-51.

Children's poetry preferences were analyzed on the bases of (1) elements liked in children's poetry by first, second, and third graders, (2) how well prospective teachers anticipate children's poetry preferences, and (3) how poetry selections in textbooks of the present compare in their appeal with those appearing in 1928 textbooks. Forty-five poems (15 at each grade level) chosen from texts and teachers' manuals were read to children in 15 primary classes, five poems on each of 3 successive days. Each day students were asked to choose the poem liked best. Thirty college students, all teachers in training, enrolled in a literature for children course were asked to select the poems they thought the children at each primary grade level would like best. Action, a story line, near nonsense humor, child description, and a minimum of description characterized the poems best liked by the children in the study. College students were midly successful in predicting children's poetry preferences. Today's texts include poems to be read to children which are clearly prefered by today's children over poems included in the texts of 1928. Tables and references are included.

5247
Pittman, Grace. "Young Children Enjoy Poetry," Elementary English, 43 (1966) 56-59.

An analysis of the poetry interests of a group of third-grade children is given. Subjects were 16 boys and 16 girls from a high level socioeconomic background in West Lafayette, Indiana, with an average IQ of 122. A preliminary investigation was conducted to assess the general reading activities and interests of the subjects. This was followed by a more specific analysis of the children's poetry preferences. Fifty poems selected from anthologies of poetry for children were read to the subjects, about four a day over a period of several weeks. After listening to each poem, the children checked evaluation forms devised to determine their reactions. A tabulation of the children's reactions is presented, and the 10 most enjoyed poems and the 10 most disliked poems are listed. Characteristics of the favored and rejected poems are discussed. Implications of the findings for elementary teachers are presented. Tables are included.

3772
Ramsey, Wallace Z. "An Experiment in Teaching in High School English Classes," English Journal, XLVI (November, 1957), 495-500.

The effectiveness of a reading improvement program integrated with the teaching of literature in regular English classes in Mexico High School, Missouri, was evaluated. Approximately 120 minutes per week were devoted to instruction in reading and to the study of literature in all English classes in the school. A series of textbooks emphasizing reading instruction and literature, a specially prepared set of 11 word-analysis lessons, and the Iowa Supplementary Reading Materials (for timed reading tests) were used in the four-step program: (1) introduction of the selection--building background, clarifying difficult ideas, setting purposed for reading, (2) interpreting the selection--improving comprehension and critical reading skills, (3) extending skills and abilities--emphasizing word analysis, vocabulary building, comprehension, and (4) extending interests--encouraging and guiding supplementary reading. A special statistical analysis was made of the scores of 138 eleventh-grade students on the Cooperative Reading Test C1, Diagnostic Reading Tests, Section IV, Word Attack, Part 2 Silent, and the California Test of Mental Maturity, Advanced, Long Form. Significant gains were made in vocabulary, speed, comprehension, and word attack. No sex or intelligence differences were found. A study was made of an experimental group of 78 eleventh graders matched on grade level, intelligence, sex, and initial reading scores with 78 students from another school which offered no special reading instruction. Greater gains were made by the experimental group on every measured ability. However, not all gains were significant. Suggestions for improvement and further research are provided. References are given.

5625
Rogers, Charlotte Dee. "Individual Differences in Interpretive Responses to Reading the Short Story at the Eleventh Grade Level," Ph. D., University of Arizona, 1965. Director: Ruth Strang, Vol. XXV, No. 11, 6318-6319. (Order No. 65-4660, Microfilm $2.90; Xerography $10.15, 221 pages.)

Individual differences in the interpretive process of eleventh-grade students in reading the short story were investigated. The sample population consisted of 28 high school juniors, 14 of whom were low level readers and 14 high level readers. The data came from tape recorded interviews, questionnaires which explored the integration of the short story into the personal life of the reader, and questionnaires which explored five factors related to the interpretive process. The major conclusions reached were: (1) Students' processes of interpreting the short story could be identified through their verbal responses to general and specific questions concerning the interpretive process. (2) There were individual differences in the interpretive process within, as well as between, the low level and the high level readers. (3) The high level readers were familiar with more short stories and more short story writers than low level readers. (4) The attitude of high level readers toward reading short stories was not significantly different from that of low level readers. (5) The attitude of high level readers toward reading in general was significantly different from that of low level readers. (6) There were significant differences between the low and the high level readers in their grasp of the literal and implied meaning of the short story. (7) No significant differences were present between the responses of the two groups in reporting integration of the ideas of the short story into their personal lives.

6155
Root, Shelton L., Jr. "Literary Understandings in the Reading Program of the Primary Grades," Reading and Inquiry, 10, (1965), 70-72.

Generating a population of literate readers requires time to hear stories, to discuss books, to sit quietly and read, to share book experiences, and to learn from reading.

3346
Schubert, Delwyn G. "The Relationship Between Reading Ability and Literary Appreciation," California Journal of Educational Research, IV (November, 1953), 201-2.

The relationship between reading ability and literary appreciation was studied by comparing the performances of two groups of students at Los Angeles State College of Applied Arts and Sciences on the college form of Carroll's Prose Appreciation Test. One group was composed of 50 retarded college readers whose median score on the Iowa Silent Reading Test was 25 or less. All students in this group were enrolled in special courses at the reading clinic during the spring or fall semesters of 1952. The second group was made up of 50 unselected students in remedial reading methods classes during the same time period. A mean difference of 2.12 favoring the unselected group was found in the analysis of test scores, but the difference was not significant. It was concluded that stress on reading ability would not necessarily result in improved literary appreciation, since no direct relationship between the two factors was apparent. References and a table are included.

2954
Seedorf, Evelyn H. "An Experimental Study in the Amount of Agreement Among Judges in Evaluating Oral Interpretation," Journal of Educational Research, XLIII (September, 1949), 10-21.

Four experiments conducted to determine agreement among judges in evaluating oral interpretation were varied on the training and experience of performers and judges, on the number of performers and judges, on the acquaintance of judges with performers, and on the rating instruments used. The data showed that the type and amount of training of the judges and their ability to interpret artistically did not seem to affect agreement among them and that there was less agreement between experienced judges and instructors. While training the performers resulted in less agreement among judges in the items where they disagreed before training, there was more agreement in items rated high before training. It was found that an apparent agreement among judges became more evident when more judgments were pooled and that the judges' acquaintance with performers did not seem to affect agreement among them. The kind of rating technique used was not as important as the comprehensiveness and equal weighting of the items. In conclusion, there were no significant differences in variation between groups of experienced and inexperienced judges, but variations that existed within the groups were great enough to change a performer's ranking. Hence, while an individual's judgment may be accurate on the basis of his own criteria, it may not represent the evaluation expected from a group of judges.

6156
Simmons, John S. "The Reading of Literature: Poetry as an Example," Vistas in Reading, 11, Part 1 (1966), 93-100.

Suggests that children be introduced to poetry study by gradual transition from initial study of the novel and short story emphasizing the unique problems poetry generates in the classroom.

4755
Squire, James R. *The Responses of Adolescents While Reading Four Short Stories.* Champaign, Illinois: National Council of Teachers of English, 1964, Pp. 65.

Ninth- and tenth-grade students were asked to read four short stories dealing with finding one's role in the peer group, developing personal independence, and developing a philosophy of life. The readability level of the stories was estimated at grades 5 and 6 according to the Dale-Chall Formula. Standard tests were used to equate the experimental group with the tenth-grade public school norm. The stories were divided into six sections, and oral responses were recorded at the end of each section. Responses were classified as literary judgments, interpersonal responses, narrational reactions, association responses, self-involvement, prescriptive judgments, and miscellaneous. Responses were unrelated to reading ability and were not significantly related to mental ability. Student responses were associated with the socioeconomic status of subject. Moderate relationships were found between the reading responses and scores on single scales of the California Psychological Inventory. The implications for teaching are discussed. Tables, figures, and a bibliography are included.

5305
Strang, Ruth, and Rogers, Charlotte. "How Do Students Read a Short Story," *English Journal*, 54 (1965) 819-23, 829.

Some of the processes which go on in a student's mind when he reads a short story were studied. Seventy eleventh-grade students of low, average, and high ability were selected and given a short story to read. A comprehensive interview was held with each of the 70 students who had read the story. Two questionnaires were given to the subjects to determine their attitudes toward reading short stories and reading in general, their familiarity with short stories and short story writers, and the lasting impression made by the short story in question. The data were analyzed and responses were categorized. The differences between the 14 high-level readers and the 14 low-level readers were computed, and the significance was tested by Fisher's Exact Probability or t test. Findings indicated that introspection is a valuable method of investigating how students read a short story. There were significant differences between the low- and the high-level readers in their ability to understand symbolism, similies and metaphors, to sense the mood of the story, and to understand the author's viewpoint. A number of responses made to the investigators' questions are included.

6158
Thompson, Evelyn S. "Sequential Skills of a Literature Program," Reading and Inquiry, 10 (1965), 72-74.

Defines the key skill in a student-literature program as critical thinking.

3801
Weisgerber, Charles A., S. J. "Accuracy in Judging Emotional Expressions as Related to Understanding of Literature," Journal of Social Psychology, XLVI (November, 1957), 253-58.

The hypothesis that a positive relationship exists between knowledge and appreciation of literature and accuracy in judging facial expressions of emotion as portrayed in photographs was tested. A group of 52 boys and 60 girls, mostly freshmen, enrolled in a laboratory course of general psychology was given Test 7, Ability to Interpret Literary Materials, of the Iowa Tests of Educational Development (ITED) and the Ruckmick pictures of facial expression. The order of tests and the order of picture presentation on the Ruckmick test were alternated with two groups of subjects. Other data were obtained from the college entrance test scores on the ACE Psychological Examination for College Freshmen, Linguistic Scale, Cooperative English Test, Mechanics of Expression, and the Diagnostic Reading Test, Survey Section, Total Comprehension. Zero-order correlations were computed between accuracy scores on the Ruckmick pictures and the ITED. Other correlations were made between the ITED and Ruckmick accuracy scores and the ACE Linguistic Scale, the Mechanics of Expression, and the Total Comprehension scores. Mean accuracy scores were analyzed according to sex, sequence of tasks, and order of pictures. The hypothesis was supported by significant correlations (though lower than expected) between the ITED and the Ruckmick pictures--both between the two variables and when linguistic ability and reading comprehension were held constant. There were pronounced variations in individual cases, however. No significant differences were found for sex or order of tests and picture presentation. References and tables are included.

5035
Whitman, Robert S. "Significant Reading Experiences of Superior English Students," Illinois English Bulletin, 51 (February, 1964), 1-24.

To determine the impact of books on recently graduated superior high school students, a questionnaire was sent in September of 1960, 1961, 1962 to 2,600 finalists in the National Council of Teachers of English Achievement Awards Program. The students gave the title of a book read during high school that was significant to them and explained the book's significance. The titles were tabulated, and the reasons classified. The top 40 books are listed according to frequency. The superior students indicated that the books were significant because the content was instrumental in shaping their attitudes, values, or thoughts. They were also attracted by the book's literary quality. Implications for teaching methods are discussed. References and a reading list is included.

5710
Whitworth, Richard Cale. "An Appraisal of the Problems Experienced by and the Techniques Used by English Teachers in Indianapolis, Indiana, Secondary Schools in Improving Student Reading Tastes," Ed.D., Indiana University, 1964. Chairman: Ingrid M. Strom, Vol. XXV, No. 10, 5661. (Order No. 65-2406, Microfilm $3.20; Xerography $11.05, 245 pages.)

This study was designed to discover which problems involved in improving student reading tastes were considered by the English teachers in the secondary schools of Indianapolis to be most important, to determine which techinques were used by English teachers in improving student tastes, and to ascertain which techniques were believed by the teachers and the senior students to be most effective. Two questionnaires were constructed and administered to 201 English teachers and 653 senior high school students. The author found that the teachers of English believed that the most important problems in improving student reading tastes were stimulating the desire to read, guiding the student to select books which broaden his horizons, and instilling habits within the student to choose worthwhile books. The majority of English teachers believed that the improvement of student reading tastes was an all-school objective, that a balanced and varied reading program was in operation in their schools, and that the literature represented a selection of tastes illustrating human values. Among the students, it was found that although the greater percentage of senior students liked to read, only 16 percent claimed that they read the same kind of literature inside and outside of school. One half of the students indicated that they did not have enough time for personal reading after school hours. More importantly, the students believed that the literature read in school was instrumental in improving their reading tastes. Finally, the majority of English teachers and senior students agreed in their appraisal of 29 of the 39 techniques used in improving student reading tastes. Decided differences of opinion appeared in response to the study of mass media, to the value of browsing in the library, to the use of thematic units, and to the availability of individualized reading programs. In summary, both teachers and senior students thought that the reading program in the secondary schools of Indianapolis, Indiana, was somewhat effective in improving student reading tastes.

Supplementary References, 1900-1950

July 1, 1948 to June 30, 1949

2802
Burton, D. L. "Research in Teaching of Literature," Language Arts and the Fine Arts, Review of Educational Research, XIX (April, 1949), 125-34.

Reviews 54 scientific studies and reports published during "the past three years" under the following headings: teaching techniques, evaluations, literature for social and personal adjustments, reading interests and preferences.

July 1, 1947 to June 30, 1948

2735
Harris, Chester W. "Measurement of Comprehension of Literature, II. Studies of Measures of Comprehension," School Review, LVI (June, 1948), 332-42.

Discusses the nature of literary comprehension, describes the construction of a test of comprehension of literature, and presents a factor-analysis study of the test materials to determine the presence or absence of subject-matter and behavior-type factors.

2769
Scanlan, William J. "One Hundred Most Popular Books of Children's Fiction Selected by Children," Elementary English, XXV (February, 1948), 83-97.

Ranks books of children's fiction on the basis of frequency of withdrawal during a seven months period from a pulbic library in St. Paul.

July 1, 1946 to June 30, 1947

2659
Kyte, George C. "Children's Reactions to Fifty Selected Poems," *Elementary School Journal*, XLVII (February, 1947), 331-39.

Presents an analysis of the expressed preferences, and reasons for their evaluations, of 726 pupils from grade III through VIII for 50 poems selected from the 100 highest ranking poems from the standpoint of literary merit and probable appeal to children.

July 1, 1945 to June 30, 1946

2610
Traxler, Arthur E. "Reading and Secondary-School Achievement," *1946 Achievement Testing Program in Independent Schools and Supplementary Studies*, 59-63. Educational Records Bulletin No. 45. New York. Educational Records Bureau, June, 1946.

Presents correlations between scores on reading tests of independent school pupils and their scores in English expression, literature, mathematics, science, and history.

2587
Painter, Helen Welch, and Franzen, Carl G. F. "A Synthesis of Research on the Placement of Reading Material in Secondary School Literature," *Journal of Educational Research*, XXXIX (December, 1945), 304-06.

Presents a summary of one hundred forty-four studies on interest and difficulty in the hope of recommending a proper grade placement of the reading selections for which data had been reported.

July 1, 1944 to June 30, 1945

2523
Rankin, Marie. *Children's Interests in Library Books of Fiction*, Teachers College Contributions to Education, No. 906. New York. Teachers College, Columbia University, 1944. Pp. x + 146.

Identifies books of fiction that are highly popular among adolescent or near-adolescent children, the common themes and features of those books, and the procedures used by children in selecting books of fiction.

July 1, 1943 to June 30, 1944

2432
Glasgow, George. "The Relative Effects of Distinct and Indistinct Enunciation on Audiences' Comprehension of Prose and Poetry," Journal of Educational Research, XXXVII (December, 1943), 263-67.

Bases conclusions on data secured from 266 high-school sophomore girls who listened to two prose and two poetry selections presented at two levels of distinctness in enunciation.

2454
McCaul, Robert L. "The Effect of Attitudes upon Reading Interpretation," Journal of Educational Research, XXXVII (February, 1944), 451-57.

Measures the effect of the initial attitudes of groups of high-school pupils toward "Tom", an unknown boy, "Roosevelt", and "Hitler" on the interpretation of experimental selections.

July 1, 1942 to June 30, 1943

2367
Leary, Bernice E. "Literature in School Instruction," Review of Educational Research, XIII (April, 1943), 88-102.

Summarizes for a three-year period the results of scientific studies and the pronouncements of specialists and of committees and sub-committees in the field of literature.

2376
McMahon, Otis. "A Study of the Ability of Fifth Grade Children to Read Various Types of Material," Peabody Journal of Education, XX (January, 1943), 228-33.

Describes a test including four different types of material--arithmetic, literature, social studies, science--and analyzes the results obtained through giving it to 867 fifth-grade pupils.

2379
Painter, Helen W. "A Synthesis of Research on the Placement of Reading Material in Secondary-School Literature," The English Journal, XXXI (November, 1942), 642-46.

Summarizes "the findings of research on the placement of selections in English literature according to students' interest and comprehension."

July 1, 1941 to June 30, 1942

2223
Figurel, J. Allen. "Relative Difficulty of Reading Material for Ninth Grade Literature," Pittsburgh Schools, XVI (January-February, 1942), 125-38.

Compares the difficulty level of seven high school classics, as determined through the use of the Yoakam Vocabulary Scale, with the choices of 168 ninth-grade pupils.

2260
Norvell, George W. "Wide Individual Reading Compared with the Traditional Plan of Studying Literature," School Review, XLIX (October, 1941), 603-13.

Presents the results of a controlled experiment involving 24 classes enrolling 466 high-school pupils.

2280
Stevens, Leila. "Poetry Presentation of Second- and Third-Grade Readers," Elementary School Journal, XLII (March, 1942), 534-39.

Presents the results of an analysis of eleven second and third grade readers to determine the amount of poetry presented, the range of subjects, and the names of the poets.

July 1, 1940 to June 30, 1941

July 1, 1939 to June 30, 1940

2046
Patrick, Catharine. "How Responses to Good and Poor Poetry Differ," Journal of Psychology, VIII (October, 1939), 253-83.

Compares the responses of twenty college graduates to good and poor poetry to determine if the former stimulates the imagination and produces more mental activity.

2052
Reichart, R. R., and Laslett, H. R. "A Study of the Value of High-School Literature Coures," Journal of Educational Psychology, XXX (September, 1939), 421-39.

Summarizes information secured from 542 college freshmen relative to their reading interests and preferences in an effort to determine the effectiveness of high-school literature courses.

July 1, 1938 to June 30, 1939

1857
Crawford, Elizabeth Mary. "Achievement of Secondary School Pupils in Twelve Classics in Literature," Teachers College Journal, Vol. X, No. 2 (Terre Haute, Indiana. Indiana State Teachers College, 1938), 21-40.

Summarizes results of tests on each of twelve classics, which were designed to measure comprehension of plot, character, and social and ethical values.

1887
Gillett, Norma. "Interesting Children in Poetry," Elementary English Review, XVI (January, 1939), 15-16.

Presents the results of an attempt to develop knowledge of and liking for poetry among 33 5A and 6B pupils.

1892
Heaton, Kenneth L. "Growth in Literary Acquaintance Among College Students Taught by Informal Methods," English Journal (College Edition), XXVIII (January, 1939), 50-55.

Presents data on effectiveness of a core curriculum in promoting growth in literary knowledge and appreciation among thirty-five college freshmen as compared with a matched control group choosing various elective courses.

1904
Kangley, Lucy. *Poetry Preferences in the Junior High School*, Teachers College Contributions to Education, No. 758 (New York, Teachers College, Columbia University, 1938), pp. xi + 153.

Presents findings concerning poetry preferences of 10 classes of eighth-grade children, with special reference to effect of varying ability levels, as shown by reading comprehension scores, on types of poetry preferred.

July 1, 1937 to June 30, 1938

1749
Boraas, Harold. "A Comparative Study of the Brief, the Precis, and the Essay with Respect to Speed of Reading and Ease of Learning," *Journal of Educational Psychology*, XXIX (March, 1938), 231-36.

Presents data secured from two groups of college juniors and seniors which had been equated as to intelligence and achievement.

1781
Hilliard, George H. "Reading and Literature," *What Does Research Say?* Bulletin No. 308. Lansing, Michigan, State Department of Public Instruction, 1937, 108-16.

Summarizes the contributions of research to the answers to twenty-two questions relating to reading instruction.

July 1, 1936 to June 30, 1937

1688
Hilliard, George H. "Reading and Literature," *What Does Research Say?* (Lansing, Michigan, State of Michigan, Department of Public Instruction, 1937), 108-116.

Summarizes the results of scientific studies of reading and literature in terms of answers to twenty-two questions relating to problems that arise at the elementary-school level.

July 1, 1935 to June 30, 1936

July 1, 1934 to June 30, 1935

1493
Leonard, J. Paul. "Investigations in Reading and Literature," _Psychology and Methods in the High School and College_, pp. 453-57, 520-24. Review of Educational Research, Vol. IV, No. 5. Washington, American Educational Research Association of the National Education Association, 1935.

Summarizes the results of scientific studies published between January, 1931 and December, 1933, relating to the psychology and methods of reading and literature in the high school and college.

1501
Miller, Georgia E. "A Technique for Developing Comprehension of Literature," _English Journal_, XXIII (December, 1934), 810-18.

Describes the results of a controlled experiment among freshmen and senior high-school pupils to determine the value of daily drill exercises in thoughtful reading supplementing the regular work of the course.

1506
Moran, Mary E. "Construction of Three Tests Designed to Measure Certain Poetry Aptitudes of Teachers of English at the High School Level Holding an A. B. or B. S. Degree or Better," _Teachers College Journal_, VI (March, 1935), 139-67. Terre Haute, Indiana, Indiana State Teachers College.

Considers the nature of literature and describes the content and derivation of three tests of poetry appreciation for teachers of English at the high school level.

1509
National Council of Teachers of English, Committee on Research. "The Contributions of Research to Teaching and Curriculum-Making in English, January, 1933, Through June 1934. II. Literature and Recreational Reading," _English Journal_ (College Edition), XXIV (May, 1935), 363-74.

Summarizes the results of studies relating to the objectives of teaching literature, pupil interest in reading, appreciation of literature, and methods of teaching literature.

1539
Wells, Ruth E. "A Study of Tastes in Humorous Literature Among Pupils of Junior and Senior High Schools," Journal of Educational Research, XXVIII (October, 1934), 81-91.

Summarizes data secured from approximately 400 pupils in grades 7, 9, 11 and 12 to discover existing levels of appreciation of humorous literature.

1540
West, Guy A., and Caldwell, Floyd F. "Student and Teacher Preference in Literature," California Quarterly of Secondary Education, IX (October, 1933), 19-22.

Reports the results of a study among 116 high school and college students concerning the relationship between "(1) the literary preferences of English teachers and those of their students, (2) the literature preferences of students and teachers' estimates of student preferences, and (3) the teachers' literary preferences and their estimates of students' preferences."

July 1, 1933 to June 30, 1934

1345
Blair, Elizabeth H. "Establishment of a Basis for Testing in Literature with Partial Standardization of the Tests Constructed," University of Pittsburgh Bulletin, XXIX (January, 1933), 45-52.

Discusses the need for and describes the procedure used in the partial standardization of literary materials actually taught in classes.

1351
Carroll, Herbert A. "Appreciation of Literature and Abstract Intelligence," Journal of Educational Psychology, XXV (January, 1934), 54-57.

Compares the scores made by 870 junior and senior high-school students on either the Pressey Senior Classification Test or the Terman Group Test and on the Carroll Prose Appreciation Test.

1399
Mendenhall, James E., and Mendenhall, Marcia E. *The Influence of Familiarity Upon Children's Preference for Pictures and Poems*, *Lincoln School* Research Studies (New York, Lincoln School of Teachers College, Columbia University, 1933), x + 74 pp.

Describes the methods used and the results obtained in a controlled experiment with seventh and ninth grade pupils to determine the influence of repeated exposures on children's preferences of pictures and poems.

1415
Smith, Mrs. Johnnie R. "An Analytical Study of the Factors Involved in Learning to Appreciate Literature," Twentieth Annual Conference on Educational Measurements Held at Indiana University, April 14 and 15, 1933, *Bulletin of the School of Education, Indiana University*, Vol. X, No. 1 (Bloomington, Indiana, Bureau of Cooperative Research, Indiana University School of Education, 1933), 47-69.

Summarizes the results of an elaborate study to determine the conditions and activities that aid in learning to appreciate literature.

1420
Thompson, Blanche J. "Children's Literature and the Machine Age," *Educational Method*, XIII (December, 1933), 167-72.

Presents the results of an analysis of more than a thousand books written for children to determine the extent of the influence of the machine age on their content.

July 1, 1932 to June 30, 1933

1255
Carroll, Herbert A. "A Standardized Test of Prose Appreciation for Senior High School Pupils," *Journal of Educational Psychology*, XXIII (September, 1932), 401-10. See also the *English Journal*, XXII (March, 1933), 184-89.

Discusses the development, validity, and reliability of the Carroll Prose Appreciation Test.

1256
Carroll, Herbert A. "Influence of the Sex Factor Upon Appreciation of Literature," School and Society, XXXVII (April 8, 1933), 468-72.

Compares the scores made by 700 boys and 700 girls in high school and college on the Carroll Prose Appreciation Test.

1260
Crabtree, Eunice K. A Study of the Effect of a Course in Children's Literature Upon Students' Own Literary Appreciation Experimentally Determined in a Normal School. (Washington, Judd and Detweiler, Inc., 1932), pp. viii + 34.

Presents the results of a controlled experiment involving 184 freshmen students to determine the effects of a course in children's literature in terms of certain measurable elements of appreciation.

1317
Staats, Pauline. "A Vocabulary Study of First-Grade Poetry," Childhood Education, IX (December, 1932), 127-28.

Presents the results of an analysis of the vocabulary of 87 poems recommended by Huber, Bruner and Curry as suitable for first-grade children to read.

July 1, 1931 to June 30, 1932

1166
Gray, William S. "Reading and Literature," Special Methods on High School Level, Review of Educational Research, II, No. 1 (Washington, American Educational Research Association of the National Education Association, 1932), 29-34.

Summarizes studies relating to reading and literature in secondary schools.

1196
Mackintosh, Helen K. "Recent Data on Children's Interests in Poetry," Elementary English Review, VIII (January, 1931), 18-20.

Summarizes the reaction of pupils in grades III to VI inclusive to 400 poems which were read to them.

1216
Shuttleworth, Frank K. A Critical Study of Two Lists of Best Books for Children, Genetic Psychology Monographs, XI, No. 4 (Worcester, Massachusetts, Clark University, April, 1932), 247-320.

Compares the Winnetka Graded Book List and a guide to literature for character training with respect to grade placement and the relative worth and interest value of the books included.

July 1, 1930 to June 30, 1931

1009
Bamberger, Florence E., and Broening, Angela M. A Guide to Children's Literature, (Baltimore, Johns Hopkins Press, 1931), pp. viii + 114.

Summarizes studies relating to children's interests in literatare, and discusses the methods of teaching literature and sources of material. Defines the nature of appreciation and of literature.

1015
Burnside, Margaret. "The Use of Precis, Comprehension, and Vocabulary Tests to Determine Comprehension of a Literary Selection," Cooperative Studies in Secondary Education, Bulletin of the School of Education, Vol. VI, No. 4. (Bloomington, Indiana, Bureau of Cooperative Research, School of Education, Indiana University, 1930), 110-19.

Describes the tests used and the results attained in efforts to determine certain factors affecting comprehension among high-school freshmen.

1043
Garrison, K. C., and Thomas, Mabel. "A Study of Some Literature Appreciation Abilities as They Relate to Certain Vocabulary Abilities," Journal of Educational Research, XXII (December, 1930), 396-99.

Analyzes the results of a study among sixty-two sixth-grade pupils to determine the relation between "vocabulary abilities" and literary appreciation (discovery of theme, reader participation, and sensory imagery).

1054
Hartley, Helene W. *Tests of the Interpretative Reading of Poetry for Teachers of English*, Teachers College Contributions to Education, No. 433, (New York, Teachers College, Columbia University, 1930), pp. vi + 48.

Discusses the construction, validity, and reliability of two forms of a test for teachers designed to measure comprehension of the complete meaning of poems.

1097
Rinehart, Anne Campbell. *What Pittsburgh Junior High School Pupils Read*. School Betterment Studies, Vol. III, No. 1. Pittsburgh, Pennsylvania, Henry C. Frick Educational Commission, 1931. Pp. 84.

Summarizes reports from 5,510 pupils completing the ninth grade in eighteen high schools relative to the books which they enjoyed most and the types of literature which they preferred.

July 1, 1929 to June 30, 1930

926
Danielson, Cora Lee. " A Study of the Effect of a Definite Course of Reading in General Literature upon Achievement in Content Subjects with Children of Superior Mental Ability," *Journal of Educational Psychology*, XX (November, 1929), 610-21.

Presents the results of a study among four groups of superior children to determine the effect of definite training in reading general literature upon achievement in purely informational or content subjects.

940
Griffith, Helen. Time Patterns in Proses. *A Study in Prose Rhythm Based upon Voice Records*. Psychological Monographs, Vol. XXXIX, No. 3. (Princeton, New Jersey, Psychological Review Co., 1929), pp x + 82.

Presents the results of a study of the voice records of nine adults made while they read four types of prose.

942
Havens, Ruth M., and Andrus, Ruth. "Desirable Literature for Children of Kindergarten Age," *Pedagogical Seminary and Journal of Genetic Psychology*, XXXVI (September, 1929), 390-412.

Presents the results of an elaborate study to determine literary selections appropriate for kindergarten children.

983
Smith, Dora V. "Extensive Reading in Junior High Schools. A Survey of Teacher Prepartation," *English Journal*, XIX (June, 1930), 449-62.

Presents the results of tests given to seventy-eight teachers to determine their knowledge of literature appropriate for junior high school pupils.

985
Speer, Robert K. *Measurement of Appreciation in Poetry, Prose, and Art, and Studies in Appreciation*. Teachers College Contributions to Education, No. 362. (New York, Teachers College, Columbia University, 1929), pp viii + 78.

Describes tests to measure the recognition of merit in poetry and in prose and presents the results of their application to sixth-grade pupils.

996
Weekes, Blanche E. *The Influence of Meaning on Children's Choices of Poetry*. Teachers College Contributions to Education, No. 354. (New York, Teachers College, Columbia University, 1929), pp. 50.

Reports the results of studies among sixth-grade pupils to determine the influence of figurative language and related experience on children's choices of poetry.

998
Williams, Ralph R. "Extensive Reading Versus Intensive Study of Literature," *School Review*, XXXVII (November, 1929), 666-78.

Presents the results of a study among six ninth-grade classes to determine the relative merits of extensive reading versus intensive study of literature.

July 1, 1928 to June 30, 1929

792
Bernard, Ida, Anderson, Edna, and Rabourn, Susie. "A Reading Course in Modern Literature," *California Quarterly of Secondary Education*, III (January, 1928), 133-38.

Reports the judgments of senior high school pupils concerning the value of a wide-reading course in modern literature.

795
Broening, Angela M. *Developing Appreciation Through Teaching Literature*. Johns Hopkins University Studies in Education, No. 13. (Baltimore, Johns Hopkins Press, 1929), pp. x + 118.

Presents the results of an elaborate experiment in the fourth, fifth, and sixth grades to determine the possibility of developing literary appreciation through appropriate methods of teaching.

797
Bruner, Herbert B. "Determining Basic Reading Materials Through a Study of Children's Interests and Adult Judgments," *Teachers College Record*, XXX (January, 1929), 285-309.

Presents the results of classroom experiments involving fourth-, fifth-, and sixth-grade pupils to determine their preferences among thirty-six literary and twenty-four informational selections.

798
Burch, Mary C. *Determination of a Content of the Course in Literature of a Suitable Difficulty for Junior and Senior High School Students*. Genetic Psychology Monographs, Volume IV, Numbers 2 and 3. (Worcester, Massachusetts, Clark University Press, 1928), pp. vii + 169-332.

Reports the results of an elaborate study to determine the content of courses in literature of appropriate difficulty for junior and senior high school pupils.

801
Cavins, Lorimer V. *Standardization of American Poetry for School Purposes*. (Chicago, University of Chicago Press, 1928), pp. x + 134.

Describes the procedure in deriving and standardizing a test in the comprehension of poetry.

July 1, 1927 to June 20, 1928

701
Coast, Alice B. "Children's Choices in Poetry as Affected by Teachers' Choices," Elementary English Review, V (May, 1928), 145-47, 159.

Summarizes the choices in poetry of pupils in grades I-V, inclusive, in the elementary school at the university of Iowa and compares them with the teachers' preferences.

702
Coryell, Nancy Gillmore. An Evaluation of Extensive and Intensive Teaching of Literature. Teachers College Contributions to Education, No. 275. (New York, Teachers College, Columbia University, 1927), pp. viii + 202.

Describes an experiment with nine English classes to determine the effect of extensive reading and intensive study of literature on comprehension and appreciation.

707
Eckert, Mollie H. "Children's Choices of Poems," Elementary English Review, V (June, 1928), 182-85, 192.

Reports the results of a study to determine the extent to which children in grades I, II, and III enjoy poems.

708
Evans, M. Eleanor. "Objective Tests in Eighth Grade Literature," Elementary English Review, V (January, 1928), 13-22.

Presents a series of information tests in English literature and the scores made on them by junior high school pupils.

732
Ludgate, Abbie M. "An Analysis of Study-Questions Found in Literature Textbooks for the Junior High School," Unpublished

Master's Thesis, Department of Education, University of Chicago, 1927, pp. iii + 93.

Reports the results of an analysis of the types of thinking, reading, and English expression suggested by the study directions in three sets of junior high school literature textbooks.

748
Nesmith, Mary E. *An Objective Determination of Stories and Poems for the Primary Grades.* Teachers College Contributions to Education, No. 255. (New York, Teachers College, Columbia University, 1927), pp. 86.

Presents the results of studies in this country and abroad to determine the grade placement of stories and poems in grades I, II, and III.

769
Starbuck, Edwin D., Shuttleworth, Frank K., and others. *Fairy Tale, Myth, and Legend. A Guide to Literature for Character Training, Volume I.* (New York, MacMillan Co., 1928), pp. xiv + 390.

Presents a classified list of fairy tales, myths, and legends selected according to eight standards and assigned to the various grades on the basis of group judgment.

July 1, 1926, to June 30, 1927

594
Dyer, Clara A. "The Assignment of Poems to the Grades." Unpublished Master's Thesis, Department of Education, University of Chicago, 1926.

Presents the results of a study of poems found in school readers and recommended in courses of study and in books and reports on the teaching of English.

613
Green, Ward H. "Comprehension in High School Literature," *English Journal*, XV (December, 1926), 765-72.

Summarizes the responses of 280 seniors in thirty-one high schools to questions relating to the "most important works of literature" read and the "most valuable lessons and facts" learned.

621
Huber, Miriam B. "Children's Interests in Poetry," *Teachers College Record*, XXVIII (October, 1926), 93-104.

Reports the best-liked poems for children as determined by the composite judgment of fifty thousand children in grades I-IX.

622
Huber, Miriam B. "Children's Poetry," *Elementary English Review*, III (October and November, 1926), 258-61, 287-89, 299.

Reviews the procedure in a study to determine poems appropriate for children in grades I-IX. Presents short lists of poems of high interest value.

624
Huber, Miriam B., Bruner, Herbert B., and Curry, Charles M. *Children's Interests in Poetry*. (Chicago, Rand McNally and Co., 1927), pp. 234.

Describes the methods used in an experiment to determine the preferences for poems of pupils in grades I-IX. Summarizes findings.

626
Irion, Theo. W. H. *Comprehension Difficulties of Ninth Grade Students in the Study of Literature*. Teachers College Contributions to Education, No. 189. (New York, Teachers College, Columbia University, 1925), pp. vi + 116.

Presents the results of four groups of tests given to ninth-grade pupils in studies of their ability to comprehend literature.

666
Stroh, Mary Margaret. *Literature for Grades VII, VIII, and IX*. Teachers College Contributions to Education, No. 232. (New York, Teachers College, Columbia University, 1926), pp. viii + 110.

Reports the results of an analytical, critical survey of current courses of study in literature for grades VII, VIII, and IX and mades suggestions for needed revision.

682
Yowell, Stella. "Are Children Reading?" Journal of Educational Research, XV (January, 1927), 1-4.

Presents the results of a test given to 664 high-school pupils to determine their acquaintance with characters found in children's books.

July 1, 1925 to June 30, 1926

558
Smith, Nila B. "An Investigation in Children's Interests in Different Types of Stories," Detroit Educational Bulletin, IX (February, 1926), 3-4.

Reports the results of a study to determine the preferences of eight classes of first-grade pupils for folk tales, nursery rhymes, fables, and realistic materials relating to industry, nature, health, entertainment, and civics.

July 1, 1924 to June 30, 1925

450
Crow, Charles Sumner. Evaluation of English Literature in the High School, Teachers College Contributions to Education, No. 141. (New York, Teachers College, Columbia University, 1924), pp. vi + 172.

Presents the results of a questionnaire study among 1,320 seniors in twenty high schools to determine the relative merits of seventy-four classics according to five standards.

461
Glass, James M. Curriculum Practices in the Junior High School and Grades 5 and 6, Supplementary Educational Monographs, No. 25. (Chicago, Department of Education, University of Chicago, 1924), 107-8, 116-17.

Reports the number of minutes a week allotted to literature and reading in grades V to IX, inclusive, in fourteen cities.

501
Uhl, Willis L. The Materials of Reading, (Newark, New Jersey, Silver, Burdett and Co., 1924), pp. xiv + 386.

Presents detailed summaries and discussions of the evidence relating to various phases of the teaching of reading and literature.

1900 to June 30, 1924

3
Abbott, Allan, and Trabue, M. R. "A Measure of Ability to Judge Poetry," Teachers College Record, XXII (March, 1921), 101-26.

Describes the procedure in preparing an objective test of independent critical judgment with regard to poetry.

9
Atherton, Lewis. "Literary Selections Most Frequently Memorized in the Elementary School," Elementary School Teacher, XIV (January, 1914), 208-20.

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